DOCUMENT RESUME

ED 457 228 TM 033 326

AUTHOR	Baenen, Nancy; Yaman, Kimberly
TITLE	Structure of Accelerated Learning Program (ALP) Efforts, 2000-01.
INSTITUTION	Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.
REPORT NO	WCPSS-E&R-01.36
PUB DATE	2001-07-00
NOTE	156p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Achievement; Achievement Gains; *Compensatory Education; Educational Finance; *Elementary School Students; Elementary Secondary Education; Financial Support; Remedial Programs; *Secondary School Students; State Programs; Summer Schools; *Supplementary Education; Testing Programs
IDENTIFIERS	*Wake County Public School System NC

ABSTRACT

This report focuses on the structure of instructional assistance available through the Accelerated Learning Program (ALP) to students who show low achievement in the Wake County Public School System (WCPSS), North Carolina. Context information is also provided on other programs available to these students. Reports on ALP student participation, staff perceptions of ALP effectiveness, and the impact of ALP on student achievement and the North Carolina Goal 2003 project will follow. In 2000-2001, ALP was expanded from grades 3-8 to K-12 with added support for 3-8. Key additions at that level were extra funds to the neediest schools through Challenged School funding and School Improvement grants and a summer academy. One other change was a slight relaxation of timing parameters to allow some ALP services to be offered during the school day. Overall, more than $13 million was devoted to ALP efforts in 2000-2001. The ALP K-2 literacy program was funded through local and Title I funds, and no special mathematics support was available at this level. For grades 3-5, regular ALP programs and Challenge programs were available in 34 schools. At grades 6-8, ALP support was typically provided on Saturdays or after school, and there were both regular ALP and Challenge grant programs at this level. In the high schools, the ALP program was designed to support students at risk of not meeting graduation requirements. ALP community programs and a summer academy were also supported in 2000-2001. Seven attachments detail ALP efforts in chart form. (Contains 2 tables and 20 figures.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 228

STRUCTURE OF
ACCELERATED LEARNING PROGRAM (ALP)
EFFORTS 2000-01

TM033326

WAKE COUNTY PUBLIC SCHOOL SYSTEM
DEPARTMENT OF EVALUATION AND RESEARCH
OFFICE OF ACCOUNTABILITY
REPORT NO. 01.36

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

D.H. Rinne

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

JULY 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

STRUCTURE OF ACCELERATED LEARNING PROGRAM (ALP) EFFORTS 2000-01

TABLE OF CONTENTS

Page

Report Summary 2

Introduction 4

Evaluation Plan 5

Instructional Assistance Available to Low-Performing Students 8

Accelerated Learning Program (ALP) Program Overview 10
ALP K-2 13
ALP 3-5 Programs 16
    Background
    Regular ALP 3-5 Program Implementation
    Challenge/SI Grant Programs
ALP 6-8 Programs 25
    Background
    Regular ALP 6-8 Program Implementation
    Challenged/SI Grant Programs
ALP 9-12 Programs 34
    Background
    Program Implementation
Summer Academy 37
    Background
    Program Implementation
ALP Community 38
    Background
    Program Implementation
    Funding

ATTACHMENTS

1. Evaluation Plan 2000
2. Instructional Assistance Programs Available to Students by School 2000
3. Elementary School Plans--ALP Regular 2000-01
4. Elementary School Plans--ALP Challenge/SI Grant 2000-01
5. Middle School Plans--ALP Regular 2000-01
6. Middle School Plans--ALP Challenge 2000-01
7. High School Plans for ALP

STRUCTURE OF ACCELERATED LEARNING PROGRAM (ALP) EFFORTS 2000-01

Report Summary

BACKGROUND

This report focuses on the structure of instructional assistance available through ALP to students who show low achievement. Context information is also provided on other programs available to these students. Reports on ALP student participation, staff perceptions of ALP effectiveness, and the impact of ALP on student achievement and Goal 2003 will follow.

For many years, WCPSS has had instructional support available through a variety of grant-funded programs to students with special needs. However, student needs could not be fully met through these original resources. To help accomplish goal 2003, local dollars were allocated for supplemental instructional support:

- In 1998-99, WCPSS provided additional support funds to schools with a concentration of students with low income and/or low achievement.
- In 1999-2000, additional funds were provided at grades 3-8 for the ALP on a per-student basis.
- In 2000-01, ALP was expanded from grades 3-8 to K-12 with added support at 3-8. Key additions at 3-8 were extra funds to the neediest schools (through Challenged Schools funding and School Improvement grants) and a summer academy. One other change was a slight relaxing of timing parameters to permit some ALP services to be offered during the school day. Overall, more than $13 million was devoted to ALP efforts in 2000-01.

PROGRAM STUCTURE 2000-01

ALP K-2

ALP K-2 Literacy Program was funded through local and Title I funds. No special math support was available at K-2. Teachers used multiple criteria to identify students in greatest need of help in language arts. About 150 part and full-time teachers were involved; grades 1 and 2 were served more often than kindergarten. Key implementation points:

- Service was provided during the regular instructional day, primarily (but not exclusively) during students' independent work time and during part of the language arts block (when students were not working with the regular teacher).
- The program utilized materials published by Early Connections that incorporated seven components of literacy into a fast-paced 30-to 45-minute lesson. Materials were primarily nonfiction, based on research that struggling readers, especially boys, respond better to this genre.
- Teachers found fitting all of the components into a short lesson to be a challenge, but many reported they saw accelerated growth for students with the new approach. Late materials presented a challenge, but teachers generally liked the nature and quality of the materials.

ALP 3-5

ALP Regular: Most elementary schools provided assistance to students after school (70%) and/or on Saturdays (61%), with intersessions the primary time used at year-round schools. About one third of the schools provided some help during the day. In terms of actual hours of help, after-school hours were most common (38%), with Saturday representing 22%, during the day 14%, and other times 12% or less of total hours. The average number of hours provided per school was 91. The schools' own teachers represented 81% of the ALP teaching staff. Other teachers were used at one third of the schools, teacher assistants at 19%, and volunteers at half the schools.

(continued next page)

ALP Challenge/SI Grant Programs: Overall, 34 schools qualified for additional funds based on a concentration of low-income students of 30% or more, and 20 received a School Improvement Grant based on special needs at their school. Three fourths used the funds to hire staff mid-year (after the money was released for this purpose by the Wake County Board of Commissioners). Some schools provided types of services different from their regular ALP program, but most (87%) used the funds to supplement their regular ALP program. About 39% used the funds to help students who scored low in the Level III range on the EOG; only 17% used the funds to provide math help at grades K-2. Added support for Level I-II students mostly meant providing ALP in smaller group sizes (61% of schools) or serving more students (43%).

ALP 6-8

ALP Regular: Most middle schools provided ALP on Saturdays (75%) and/or after school (42%), with intersessions the primary time used at year-round schools. After-school sessions were less popular at middle schools than at elementary schools. Overall, 28% of middle schools offered some support during the day as well as at other times. In terms of actual hours of help, the highest number was provided during the day (35%), on Saturday (30%), and after school (24%), a slightly different pattern than at elementary. The number of hours offered per campus was 98 on the average. All but one reporting school used some of their own teachers for ALP, representing 64% of ALP instructors. Some schools also used other teachers (25%), other professionals (21%), teacher assistants (21%). Overall, 42% reported using volunteers with ALP.

ALP Challenge/SI Grant Programs: Overall, five schools qualified for additional funds based on a concentration of low-income students of 30% or more and 8 received a School Improvement Grant based on special needs at their school. Most schools (73%) used their funds to hire staff. Nearly all of these middle schools (91%) used the added funds to provide more support to students who scored in Levels I or II on the EOG; 27% provided support to students who scored low in the Level III range on EOG. Extra support most often meant providing service to more students (64%).

ALP 9-12

The high school program was designed to support students at risk of not meeting graduation requirements. High schools were provided funds to hire an intervention coordinator, but many reported difficulty in hiring since the money was not released until November and the positions were not secure past this fiscal year. Most high schools provided services to students (78%) and teachers (60%) this year, with some services for other staff and parents. Students were commonly provided help with basic reading and math skills and/or with specific courses.

ALP Community

WCPSS is working with Wake Education Partnership, Communities in Schools, and the Wake County PTA on the ALP Community component. Tutors were provided training in literacy and/or math before placement. So far, about 1,500 volunteers have been trained and 1,000 placed in schools. Their goal is to have coordinated 2003 volunteers in schools by 2003. Thus, they are well on their way to this goal. The PTA coordinated efforts to name a PTA contact to assist with ALP in each school; 38 had a person in this role in 2000-01. Some volunteers come as individuals and others as part of groups such as churches (the "faith community").

ALP Summer Academy

The new state retention/promotion policy requires that students in grades 3-8 who scored below grade level on the EOG in spring 2001 be offered additional assistance and a re-test opportunity in the summer. WCPSS is offering a 12-day summer academy for this purpose this year for 3.5 hours a day. Year-rounds do not have the same type of summer break, so most of the assistance has been provided during the intersession periods at those schools. Retention decisions will be made after the test results are available this summer.

Introduction

This year, in an effort to be as timely as possible, we are sharing through three reports results on the nature and impact of WCPSS efforts to assist students who have not yet reached grade level.

- This first report focuses on the structure of assistance available to students who show low achievement. This report emphasizes the Accelerated Learning Program but also lets readers know about other programs available to assist students. The evaluation plan for all three reports is also included.

- The second report will focus on student participation in ALP and other efforts as well as staff perceptions of the effectiveness of the Accelerated Learning Program at each level. Some student test results may also be shared if available.

- The third report will provide analyses of student success based on individual student test results. It will also provide results of analyses that examine factors that contributed to the success of ALP efforts.

Evaluation Plan

E&R's evaluation provides data addressing two basic questions:

- Are low-performing WCPSS students progressing towards grade-level performance?
- Is the Accelerated Learning Program (ALP) contributing to improvement of achievement for WCPSS low performers (beyond that of other assistance available)?

The first question addresses overall improvement in the performance of low achievers (regardless of what type of help they received); the second focuses on the impact of ALP specifically. The full evaluation plan is included in Attachment 1. The questions below will be addressed for each grade span (K-2, 3-5, 6-8, 9-12) except as noted.

- How many and which students were considered below grade level? Were all eligible for assistance (K-8)?
- What services were available to students considered below grade level?
- How was ALP designed and implemented?
- How many students participated in ALP and other programs?
- What was the attendance rate for students in ALP (grades 3-8)?
- What was the impact of ALP and other services on the achievement of students who were low achieving in general?
- What was the impact of ALP compared to other services for these students (grades 3-8)?
- What program-related factors led to the greatest gains for low-achieving students systemwide (grades 3-8)?
- What school-related factors led to the greatest gains for students (grade 3-8)?

In 2000-01, with the expansion of the ALP program to K through 12, the data collection and analyses required to evaluate the program also expanded. For example, the number of measures used to determine eligibility and assess success increased, because they vary by grade span. Criteria for eligibility in 2000-01 were as follows:

- Kindergarten through grade 2: Teachers rated students on multiple criteria to determine eligibility and priority for service in the literacy program (math was not part of the program at this level).
- Grades 3-8: Those who scored below grade level on the End-of-Grade (EOG) state assessments, those who were exempt from EOG tests in 1999-2000 who would be tested in 2000-2001, and those scoring below specific cut scores on the district's literacy and math assessments in the spring of grade 2.
- Grades 9-12: School ALP budgets were based on the number of students who scored below grade level on EOG in grade 8 or the High School Comprehensive Test (HSCT) at grade 10. However, students at risk of not graduating for other reasons (such as failing courses) were also eligible for assistance.

The criteria for eligibility generally reflect the measures used to assess success, except that

2000-01 third graders will be assessed using the fall and spring EOG test results and competency test results will be used to assess current status for those who scored below grade level on the EOG in eighth grade.

DATA SOURCES

Data sources used are described below and in the evaluation plan in Attachment 1.

Data Source	Description
Comprehensive Student Roster	Subject areas of service provided to all eligible students
Individual Student Assistance Form	More complete information on how a sample of students were served
ALP Strategies Form	Fall descriptions of school programs
ALP Feedback Form	Spring updates on school programs and feedback on effectiveness
Data Capture Sheets	Literacy and math assessment profile status for students in K-5
Locators	Demographic information on WCPSS students at specified points in time
Masterbuild	EOG test scores matched with demographic information
Program Records	Information from central program staff about programs
ALP Guidebook	Description of guidelines for program implementation
Interviews	Interviews with key staff about program implementation and success
Site visits	Visits to schools who had the best gains for Level I and II students
EOG Results Bulletin	Official results on EOG by level
ABC Analyses	Information on growth of students by school and level based on state regression analyses
Competency Test Results	High school student success in reaching this graduation requirement after scoring below grade level in grade 8 in reading and/or math
High School Comprehensive Test	Tenth grade measure of reading and math overall knowledge, designed to measure growth from grade 8 to 10 in state ABC formulas

To the extent possible, information was obtained from central office data files and contacts (e.g., student demographics, service by various programs, and test performance). Schools were asked for data only about the site-specific ways in which they implemented their ALP program overall and for individual students.

- In the fall, Instructional Services staff requested program descriptions from schools (compiled by E&R).

- In the spring, E&R requested information of the schools on updates to which students were served, how a sample of students were served, and their views on effectiveness.

- Also in the spring, E&R compiled information on all instructional assistance available to low-performing students in the areas of mathematics, reading, and writing by contacting central office staff.

ANALYSES

The types of analysis we plan to carry out are listed by question in Attachment 1. Both qualitative and quantitative analyses are being utilized. Many analyses are descriptive in nature, with regression analyses used for assessing various aspects of the effectiveness of the ALP programs on student progress.

EOG scores are a major data source to assess impact of the program. Some analyses will be delayed (and perhaps dropped) because of the problems arising from rescaling the EOG math tests this year to coincide with the implementation of the newly revised curriculum.

Instructional Assistance Available to Low-Performing Students

For many years, WCPSS has had instructional support available to students with special needs through a variety of programs, many of which were funded through grants from the federal or state governments. Student needs could not be fully met with the original resources allocated for supplemental instructional support.

In 1998-99, WCPSS provided additional support funds to schools with a concentration of students with low income and/or low achievement. In 1999-2000, additional funds were provided at grades 3-8 for the Accelerated Learning Program (ALP). Funds were allocated on a per-student basis, so that schools with the most students in need received the most funds. In 2000-01, ALP was expanded from grades 3-8 to K-12 and a summer academy was added for grades 3-8.

A description of the ALP programs is the main focus of this report. Descriptions of other major efforts in place in 2000-01 follow.

TITLE I

Title I, a federal program, provides funds for school systems to assist schools that have high poverty concentrations. Within these schools, students with the lowest achievement, identified on multiple criteria, are identified for service. In 2000-01, most Title I schools opted to serve students in grades K-2 with the new ALP K-2 literacy program. A few schools continued to provide literacy assistance at grades 3-5, usually in addition to K-2. Title I students in kindergarten received 30 minutes of service four days per week; students in grades 1 and 2 received 45 minutes four days per week, and students in grades 3-5 received about 40 minutes per day four to five days per week. Service is provided during the regular school day. Most students are served across the full year, which results in about 100 hours of service per child. Students with the greatest needs are served first, and teacher capacity does not always allow all students to be served even in the designated schools.

CLASS SIZE REDUCTION (CSR)

CSR provides federal funds to reduce class size in grade K-3 classrooms. Small classes have been found to impact student achievement, especially in the early grades. WCPSS had 28 teachers assigned to 23 schools for this purpose. Schools use the extra teachers to either create a new class at a grade level or reduce class size for part of the day through a teaming approach. Thus, students benefit all day or part of the day based on the model chosen by their school.

PROJECT SOAR

Project SOAR is an after-school enrichment program operating at seven WPSS schools (Lead Mine Elementary, Leesville Middle, Athens High, Fuquay-Varina High, Sanderson High, Southeast Raleigh High, and Wake Forest-Rolesville High) and is made possible by a federal grant from the 21st Century Community Learning Center. Each individual WCPSS program is unique but has been designed to increase students' resiliency utilizing four common factors: academic competence, a sense of belonging, a sense of usefulness, and personal potency. With a combined budget of nearly $900,000 for the 2000-01 school year, Project SOAR sites offer 8-15 hours of after-school programming per week, including homework assistance, computer use, recreation, and enrichment activities such as photography, Web design, art, etc. SOAR also offers parent education workshops, discussion, groups, and student-parent learning activities.

SUPPORT OUR STUDENTS (SOS)

SOS is a statewide effort to establish high-quality after-school programs to promote academic, social, and character-building experiences for students. In Wake County, 4-H Youth Development has coordinated the program for nine years at two community-based sites and six middle schools. This program focuses on middle school students in Wake County, and enrolled more than 400 students in 2000-01. Students were scheduled to attend two to five times per week. This year, the NC Department of Juvenile Justice, which funds the program, collaborated with the Department of Public Instruction to offer training in the NC Standard Course of Study for all SOS program staff.

ENGLISH AS A SECOND LANGUAGE (ESL)

Students with limited ability in English are provided additional support through English as a Second Language (ESL) services at some WCPSS campuses. This program helps students make the transition to English while supporting them in their academic work. In 2000-2001, ESL was available on 50 campuses (34 elementary, 8 middle, and 8 high school). Approximately 4,000 students participated.

ALP Program Overview

ALP HISTORY

The Accelerated Learning Program (ALP) was developed in spring 1999 to address needs of students who were not achieving at grade level. To design the program, a systemwide committee met to discuss what it would realistically take to accomplish Wake County Public School System's Goal 2003, which is to have 95% of our students testing at or above grade level by 2003, as measured by NC End-of-Grade testing at grades 3 and 8. To achieve this goal, system personnel reviewed and discussed national research, curriculum theory, and personal experiences. Common factors considered critical for low-performing students were:

- additional time for instruction, since all students do not learn at the same pace (not just different instruction in the same time frame as the regular school day),
- small group sizes (with allocations based on a 1:10 teacher-to-student ratio),
- trained instructors with a sound knowledge of basic strategies for reading and math instruction,
- instructors who understood individual student needs and who coordinated interventions with the classroom teacher (with classroom teachers encouraged to tutor their own students), and
- well-planned individualized interventions based on these needs.

For 1999-2000, schools were asked to develop implementation plans for ALP program within the following more specific parameters:

- ALP students were to be provided up to 22 extra days of instruction, based on individual needs. One initial parameter of ALP was that all instruction take place **outside** the regular school day such as Saturdays, teacher workdays, holidays, student vacation time (during intersessions of year-round schools), before school and/or after school. Another parameter was that a variety of times be included in the school's ALP plan, with no more than one third of the ALP "days" to be before or after-school instruction.

- A Personal Education Plan (PEP) was to be developed for each student, including objectives in the appropriate core subjects and strategies for meeting each student's needs. PEPs were also to be used to monitor student progress and were updated as needed to better serve the student.

- Teachers and volunteers who provided services to the ALP students were to be "highly trained."

- Parent involvement was to be encouraged in terms of supporting the ALP schedule outlined by the students' ALP instructor, as well as supporting the learning process at home, communicating with teachers, supporting school staff, and attending parent/teacher conferences.

As schools began to plan their specific programs, some requested and received permission to reduce or eliminate Saturdays from their program in favor of more after-school hours. Other schools were allowed to use personnel other than current teachers.

ALP 2000-01

In the 2000-01 year, ALP was expanded and modified in several ways. The main reason expansion was possible was a one-time transfer of $7 million from capital improvement to operating expenses. The Wake County Commissioners authorized this transfer and made the funds available to WCPSS in November 2000, after the start of the school year. Funds were designed to help WCPSS reach the 95% achievement goal. Original guidelines were in place except for the following key changes:

- Expanding ALP services to the K-2 and high school level.
- Adding a summer academy for grades 3-8.
- Formalizing the ALP Community program component.
- Relaxing the timing parameters to permit ALP services to be offered during the school day. (In fact, the K-2 literacy program was designed to take place solely during the day.)
- Adding the Challenged Schools and School Improvement Program Grant programs. Challenged schools were those with the highest concentrations of low income students, and the additional funds could be used to extend existing services or serve groups typically not served (e.g., those who showed test scores just above the grade-level-cut scores). Schools that did not qualify for the Challenge Schools program could apply for a School Improvement Program Grant based on special needs at their campus. These schools had lower levels of need schoolwide but special circumstances or needs.

The following figures summarize allocations for each component and the purpose of the funds. As summarized below, more total funds were allocated to grades 3-8, but K-2 and 9-12 were able to begin initiatives as well.

K-2	$2,229,065 (plus Title I)
3-8	$8,327,077
9-12	$1,530,450
K-8	$1,660,500
TOTAL	$13,747,092

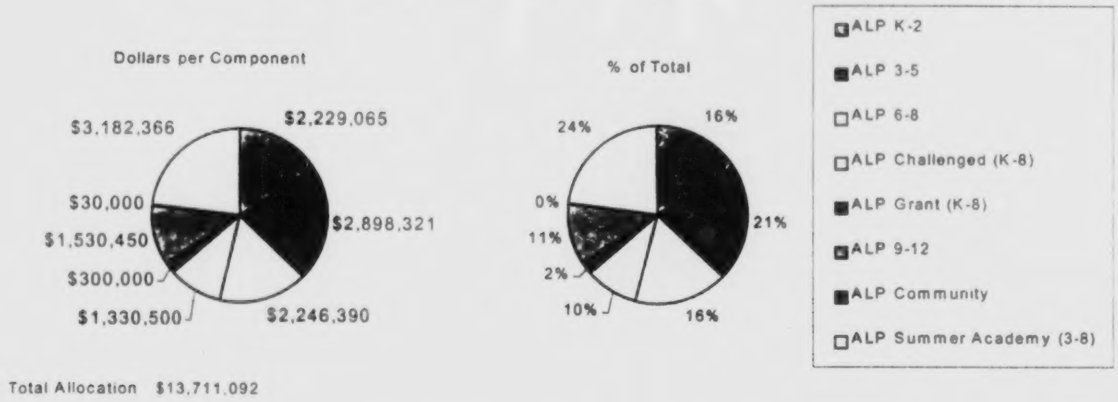
Figure 1

ALP Program Overview for 2000-01

PROGRAM	Budget	Funding Basis	Disbursed	Purpose
ALP K-2	$2,229,065	$ per student plus administrative costs	July	Improve literacy
ALP 3-5	$2,898,321	$ per student plus administrative costs	July	Improve reading and math
ALP 6-8	$2,246,390	$ per student plus administrative costs	July	Improve reading and math
ALP Challenged (K-8)	$1,330,500	Schools with 30% or more low-income students (eligible for FRL)	November	Extra support to improve reading and math in schools with greater needs
School Improvement Grant (K-8)	$300,000	Other schools with needs that have less than 30% low income (by application)	November	Provide extra support to schools with unique needs
ALP 9-12	$1,530,450	$ for Instructional Coordinator + $150 per low student on 8th grade EOG or 10th grade High School Comprehensive Test (HSCT)	November	Assisting students at risk of not meeting local and state graduation requirements.
ALP Community (K-8)	$30,000	Joint effort of WCPSS, Wake Ed Partnership, and Communities in Schools.	July	Added support to at-risk students through community groups and volunteers
ALP Summer Academy (3-8)	$3,182,366	$ per student recommended for retention (same formula as ALP)	November	Remediation for those at risk of being retained.
TOTAL ALP	**$13,747,092**			

Figure 2

ALP Allotment by Program



ALP K-2

BACKGROUND

In the 2000-01 school year, WCPSS implemented a new approach at the K-2 level to assisting students who were having difficulty with language arts. The ALP K-2 Literacy Program utilized materials published by Early Connections to incorporate seven components of literacy into instruction four days a week for identified students. The seven components of the literacy lesson included familiar rereading, shared reading, phonetics connections, interactive or assisted writing, journal writing, guided reading and content connections. The program also incorporated nonfiction materials, based on research indicating that struggling students (particularly boys) tend to respond more positively to this genre than to fiction.

Teachers received training at the beginning of the school year as well as most Fridays during the year. Some also received additional coaching from the lead literacy teachers as part of a pilot program. The publishers of Early Connections are studying whether this additional support is necessary or helpful.

Overall, about 150 teachers were involved in this literacy effort; 107 (71%) of them responded to a program survey conducted by the Evaluation and Research Department. Teachers were asked to complete this survey at an April meeting and return it that day. Responses were confidential.

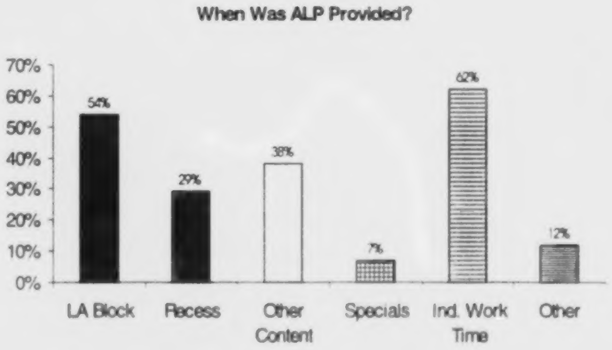
ALP K-2 IMPLEMENTATION

Structure

Most respondents (71%) believed that program implementation was confusing at first but went well once they got going. Only 6% reported that implementation seemed difficult all year.

Teachers most often served students during independent work time (62%), during the language arts block (54%), and/or during content instruction other than language arts (38%). The survey did not ask for the number of absences, but the literacy teachers surveyed reported that the most common reasons for missed lessons were conflicts in their own schedules (90%) and student absences (86%).

Figure 3



As mentioned previously, Early Connections materials utilized primarily nonfiction materials, which is not typical in most literacy programs. The question was raised, "Do boys respond more positively to the materials than girls?" Two thirds of the survey respondents believe that girls responded as positively to the program as boys.

In open-ended answers, teachers most commonly indicated student success and training as their biggest implementation success (see table below). Thirty-one of the responses noted the program's training, including one who wrote, "Training sessions facilitate my instruction, motivating me to try new things or improve what I was doing." One of 31 responses identifying student achievement as a prime program success was this statement: "I have some kindergarten students who have just blossomed and are reading level 5. At the beginning they couldn't even write their names!" Many teachers said they saw an increase in student confidence as well as progress.

Other significant factors toward success included the program's structure (reflected in 24 of responses) and the materials provided (24 responses). Comments about program structure reflected schools' quick move to full implementation; the benefits of a predictable, consistent routine; mastery of the 45-minute lesson; and pacing of the sessions. One teacher wrote, "I think my biggest success to implementation this year was pulling all the pieces together – testing, evaluation, scheduling, student management, and learning the new materials of the program and turning it all into a pretty smooth daily instruction." In terms of materials, some considered gaining familiarity with the materials a factor for success, while others commented more specifically on the quality, ease of use, and variety of the materials, as well as the use of nonfiction texts. "I appreciated all the books and materials that were provided," said one teacher. "This contributed to the success of my program as well as to the growth my children made this year."

Figure 4

ALP K-2 Feedback on Implementation

What was your biggest success/challenge to implementation this year?			
Successes		**Challenges**	
Comment	**# Responses**	**Comment**	**# Responses**
Student success	31	Lesson Time	60
Training	31	Materials Issues	52
Structure	24	Structure	20
Materials	24	Students	16
Support from Teachers and School/Administration	23	Individual Issues	14
Content	13	Administrative Issues	9
Noninstructional Time	12	Parents	8
Other	4	Other	28

Teachers overwhelmingly named instructional time as the biggest challenge to implementation, with 60 responses concerning the difficulty of mastering the 45-minute blocks. "My biggest challenge is getting all seven components of the lesson adequately done. The 45 minutes often doesn't allow for behavior problems, special needs (at-risk) or individual conferencing as much as I'd like to do. It also does not take into account transition time in moving students from one place to another," wrote one teacher.

Many responses (52) also dealt with late and missing materials, or having to share one set of the materials among several teachers. Some schools had still not received all components of their materials by April. "My biggest challenge and frustration," wrote one teacher, "was to try to implement a program that was new without the necessary materials. The kindergarten program needs the Phonetic Connections piece and we don't have it. I had to borrow, copy, etc., and use my previous Reading Recovery experience to implement the K program."

Staffing

Feedback from K-2 ALP teachers shows that teachers most commonly served grades 1 or 2, although some taught K as well. Most of the teachers responding had some prior experience; 17 of the 107 respondents (16%) were new. Approximately two thirds were paid through Title I; one third of the teachers were paid through local funds. About two thirds of the teachers were full-time; one third were part-time.

ALP 3-5 Programs

BACKGROUND

All elementary schools had money allocated for the "regular" ALP program based on the number of students they had who scored below grade level in the spring of 1999-2000. Some schools also qualified for one of two additional types of funds:

- "Challenged schools" were those with the highest concentrations of low-income students (30% or more), and the additional funds could be used to extend existing services or serve groups typically not served (e.g., those who showed test scores just above the grade-level cut scores).
- Schools who did not qualify for the Challenged Schools program could apply for the School Improvement Program (SI) grant based on special needs at their campus. Although a few schools used these funds for remediation services other than ALP, most used the money to supplement their regular ALP services.

This section begins with the structure of the regular ALP program, with Challenged Schools and SI grant program descriptions following. All data trends were summarized from fall and spring feedback forms from schools, whose results are available as attachments to this report.

REGULAR ALP 3-5 PROGRAM IMPLEMENTATION

Structure

Session Times Offered

Each school's ALP services varied within the guidelines for the program in terms of their ALP calendars (Saturdays, full days, half days, intersession days, before/after-school hours, etc.), approaches used, subjects emphasized, and staffing provided for the ALP sessions.

In ALP's initial year, sessions were offered exclusively at various times outside of the regular school day, and non-school days were to represent the majority of the hours provided. In 2000-01, these restrictions were relaxed, and after school and services during the day became more common. One third of the schools offered some assistance during the school day; most combined this with assistance at other times outside of the school day. As shown in the following figure, after-school and Saturday sessions were the most popular options used in elementary schools. Challenged schools tended to offer after-school service more than the other schools, and grant schools tended to provide help during the day less often than other elementary schools.

Figure 5
Session Times for Regular ALP 3-5 Programs

	All Elementary Schools (76 of 78 reporting)		Schools with Regular ALP Only (26 of 26 reporting)		Challenged Schools (32 of 34 reporting)		School Improvement Program Grant (20 of 20 reporting)	
	# Schools	% Schools	# Schools	% Schools	# Schools	% Schools	# Schools	% Schools
SCHOOL DAYS								
Before School	9	12%	4	15%	3	9%	2	10%
After School	53	70%	15	58%	25	78%	13	65%
During the School Day	23	30%	9	35%	11	34%	4	20%
Early Release Days	1	1%	1	4%	0	0%	0	0%
NON-SCHOOL DAYS								
Saturday	46	61%	17	65%	16	50%	13	65%
Teacher Workday	17	22%	6	23%	7	22%	3	15%
Intersession Days	11	14%	6	23%	2	6%	4	20%
Holidays	1	1%	1	4%	0	0%	0	0%

Source: Fall Program Descriptions updated with spring ALP Feedback Form

Number of Hours Offered

The number of ALP instructional hours each school provided to students varied considerably. Several trends were noted:

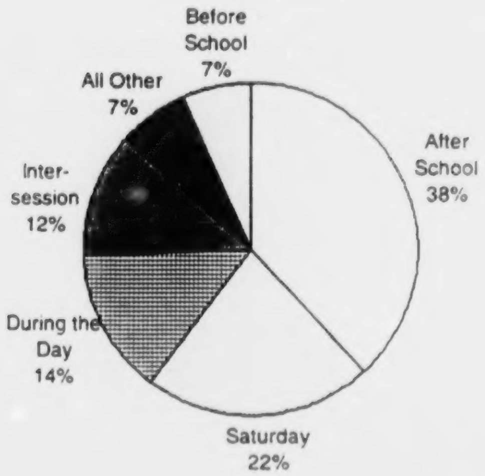
- Based on the 76 of 78 elementary schools reporting, a total of 6,944.42 hours were earmarked for ALP sessions, with an average of approximately 91.37 hours per school (equivalent to 15.2 six-hour instructional days). Saturdays and intersession days needed to last three hours to count as a full day for ALP. Reported hours ranged from 26 at Brassfield to 258 hours at Vandora Springs. The median number of reported hours was 60, which was also the most common number of hours reported.

- After-school (2,642.5 hours, or 38% of the total number of hours) and Saturday (1,550.5, or 22%) timeslots were the most popular among elementary schools. During-the-day (976.8, or 14%) and intersession (824.25, or 12%) times also were fairly common. Before-school sessions accounted for 7% of the total (up from last year), with teacher workdays, early release days, holidays, and all other hours combined accounting for only 7% of the total hours.

- Most elementary schools offered assistance in a combination of session times on school days and non-school days.

Figure 6

ALP 3-5 Session Times



N = 76

Instructional Approaches

Elementary schools used four basic instructional approaches in ALP: tutoring, small-group sessions, targeted instruction, and enrichment. Subject areas addressed were reading, mathematics, and writing. Tutoring focused specifically on individual student needs. Targeted instruction featured small group tutoring on specific skills within a subject area. Enrichment provided general help in a subject area, either individually or in small groups. The approach used for each student was based originally upon the student's assessment data and subsequent Personal Education Plan (PEP).

More than half the elementary schools (56% of the schools) combined tutoring, targeted instruction and enrichment in all three subjects.

Eighty-three percent of all elementary schools utilized technology in their instructional approach. As the following figure shows, technology use was similar across all types of elementary schools.

Figure 7

Schools Utilizing Technology in ALP 3-5 Instructional Approach

	All Elementary Schools (76 of 78 reporting)		**Regular ALP Programs Only** (26 of 26 reporting)		**Challenged Schools** (32 of 34 reporting)		**School Improvement Grant** (20 of 20 reporting)	
	# Schools	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**
Using Technology	63	83%	21	81%	27	84%	17	85%

Staffing

ALP guidelines recommended using highly trained certified teachers from the home school to conduct the ALP sessions. However, some schools had trouble recruiting enough classroom teachers. About 20% of the schools used teacher assistants for ALP, with SI Grant schools using them less often than other schools. As shown in the next two figures:

- According to program descriptions collected from the schools in fall 2000, all schools used some of their own teachers for ALP. Overall, schools' own teachers represented about 81% of all staff who were teachers for ALP.

- All of the elementary schools reported using other staffing assistance as well as their own teachers.

- More than one fifth of schools with regular ALP programs only (21%) utilized teacher assistants in providing ALP services, compared with 19% at Challenged schools and only 10% at SI Grant schools.

- About 53% of the reporting schools used volunteers as part of ALP. This ranged from 0-16 per school. Nine reported 10 or more volunteers.

- A higher percentage of schools with SI grants (15%) and Challenged Schools funds (12%) utilized other professional staff from the school than did schools with regular ALP programs only (4%).

- Only 4% of elementary schools reported using a private firm to assist with ALP.

- Three elementary schools worked with private firms to provide ALP assistance.

Figure 8

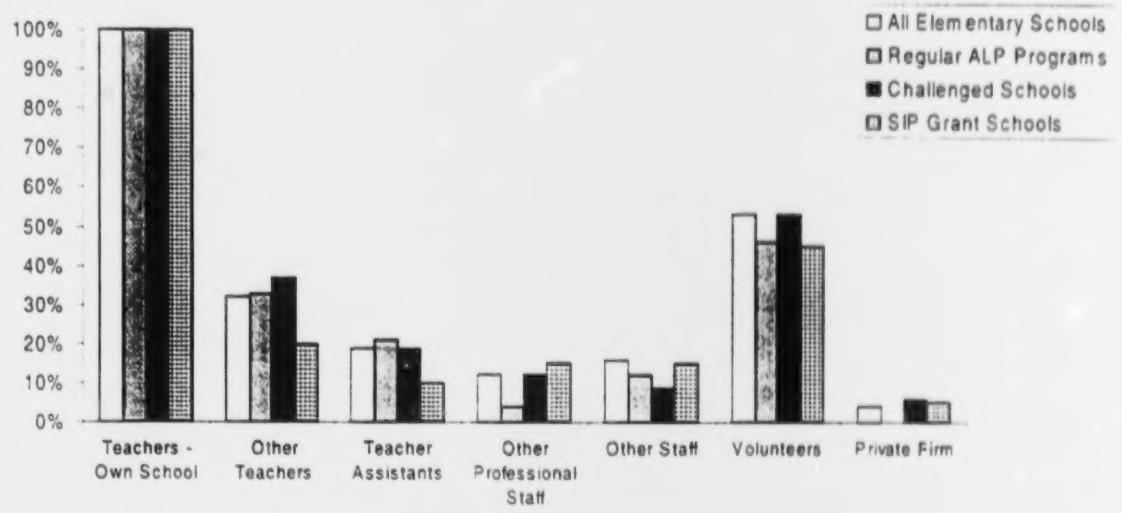
Staff Utilized for ALP 3-5

	All Elementary Schools (74 of 78 reporting)		**Regular ALP Programs Only** (24 of 26 reporting)		**Challenged Schools** (32 of 34 reporting)		**School Improvement Program Grant** (20 of 20 reporting)	
	# Schools	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**
Teachers - Own School	74	100%	24	100%	32	100%	20	100%
Other Teachers	24	32%	8	33%	12	37%	4	20%
Teacher Assistants	14	19%	5	21%	6	19%	2	10%
Other Professional Staff	9	12%	1	4%	4	12%	3	15%
Other Staff	12	16%	3	12%	3	9%	3	15%
Volunteers	39	53%	11	46%	17	53%	9	45%
Private Firm	3	4%	0	0%	2	6%	1	5%

Source: ALP Strategies Forms

Figure 9

ALP 3-5 Staffing by Type



Year-Round Versus Traditional-Calendar Schools

The average number of ALP hours offered at year-round elementary schools (126.75) for each track was substantially higher than at traditional-calendar elementary schools (86.62). However, it should be noted that summer-school sessions for traditional-calendar schools were not figured into the reporting because they had not yet taken place. The median number of hours offered at year-round elementary schools was 112 (compared to 73 for traditional-calendar schools).

In 1999-2000, year-round schools offered ALP services almost exclusively during the intersessions. Because each year-round school offered sessions for four tracks during the school year, total number of hours was greater than for traditional-calendar schools, but the hours available to each student actually were fairly comparable to those offered by traditional-year schools. This year, 67% of year-round schools supplemented their ALP intersession services with sessions at other times.

Figure 10

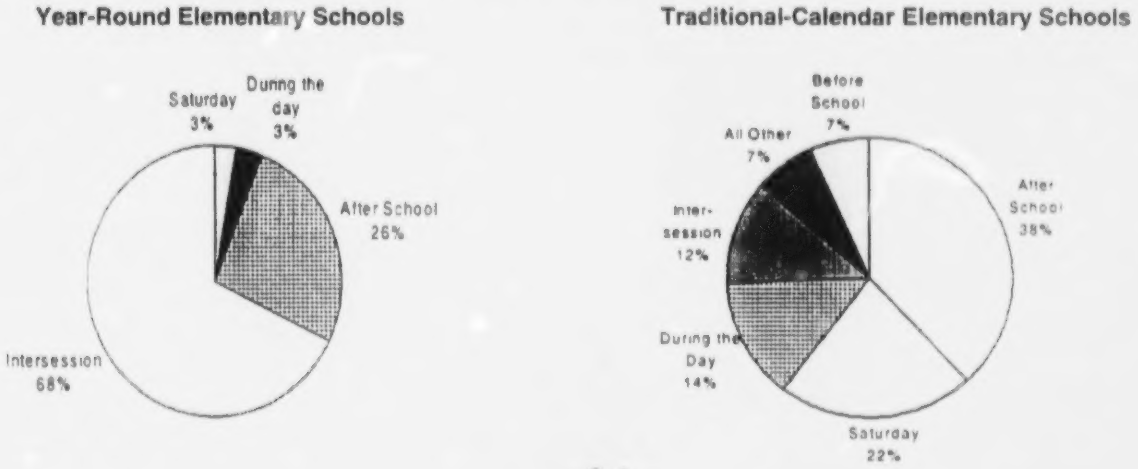
Number of ALP Hours Offered at Traditional-Calendar and Year-Round Elementary Schools

	# Schools Reporting	Total Hours	Average Hours per School
All Elementary	76 of 78	6944.42	91.37
Traditional Calendar	67 of 69	5803.65	86.62
Year-Round	9 of 9	1140.77	126.75

Source: Program Descriptions

Figure 11

ALP 3-5 Session Times at Year-Round and Traditional-Calendar Elementary Schools



Year-Round Elementary Schools

Traditional-Calendar Elementary Schools

ALP 3-5 CHALLENGED SCHOOLS/SI GRANT PROGRAMS

Structure

In addition to regular ALP funding, 34 schools qualified for additional remediation funding through the Challenged Schools program and the School Improvement Program (SI) Grant. The amount of Challenged Schools funds ranged from $16,800 to $56,100. SI grants ranged from $4,208 to $19,739, and five schools in the Fuquay-Varina area received an additional $1,000 in funds from a civic organization to support their School Improvement Program efforts. Two schools – Carver and Willow Springs – received both Challenged Schools funding and SI grants.

Staffing

Of elementary schools receiving Challenged Schools and SI Grant funding, 76% utilized their funds to hire staff. The Challenged Schools funding and SI grants both came well after the school year had begun, allowing most schools to hire new staff in midyear. Based on the addition of staff, those schools were able to make significantly revisions to their ALP programs.

- Only 10% of SI Grant schools utilized teacher assistants in providing ALP services, compared with 19% at Challenged schools and 21% at schools with regular ALP programs only.

- Support staff most often contributed to ALP provision in schools with Challenged Schools status (69%) than in schools with regular ALP only (54%) or SI Grants (45%)

- A higher percentage of schools with SI grants (15%) and Challenged Schools funds (12%) utilized other professional staff from the school than did schools with regular ALP programs only (4%).

Services Provided

Although a few elementary schools used their additional funds to provide assistance different from what they offered in their regular ALP programs, most Challenged and SI Grant schools (87%) used the money to supplement their regular ALP services for Level I and II students. Much lower percentages used the funds to support low Level III students (39%) or for math in grades K-2 (17%).

Additional support for Level I-II students most often meant providing ALP in groups smaller than those possible based on the 1:10 staffing of the regular ALP program (61% of schools). Just less than half of the schools (43%) served more students through the extra funds.

More Challenged Schools (69%) used their funds to decrease group size than did SI Grant schools (39%). Significantly more Challenged Schools (53%) utilized additional funds to support low Level III students than did Grant schools (11%). These differences may relate to the fact that regular ALP funding was substantially lower in Grant schools because of their lower overall level of need.

Figure 12

How Elementary Schools Used Challenged Schools/SI Grant Funds

Use of Funds	All Challenged/SI Grant Schools (46 of 52 reporting)		Challenged Schools (32 of 34 reporting)		SI Grant Schools (18 of 20 reporting)	
	# Schools	% Schools	# Schools	% Schools	# Schools	% Schools
More support for Level I and II students	40	87%	29	91%	12	90%
• More hours	9	20%	7	22%	3	17%
• Smaller groups	28	61%	22	69%	7	39%
• More students served	20	43%	15	47%	6	33%
• Other	5	11%	3	9%	2	11%
Support for low Level III students	18	39%	17	53%	2	11%
Math support for K-2	8	17%	6	19%	2	11%
Other (materials, supplies, training, parent workshops and conferences, enrichment program)	11	24%	8	25%	5	28%

In a spring feedback survey, schools were asked whether they used any strategies for their Challenged or SI Grant program that were not used in their regular ALP programs. Although most schools utilized the additional funds to supplement or expand their regular ALP services, a few schools did adopt notably distinct strategies to improve student achievement. One school established a program to help students build self-confidence, set goals, develop a sense of purpose, and emphasize good study skills and ways to organize and manage homework. Two schools used funds to foster literacy through the creation of book clubs and offering books for students to take home. One elementary school hosted workshops to help ALP and ESL parents support their students at home. Another school used its SI Grant to purchase resources to assist all of its teachers with needed strategies for working with ESL students.

ALP 6-8 Programs

BACKGROUND

All middle schools had money allocated for the "regular" ALP program based on the number of students they had who scored below grade level in the spring of 1999-2000. Some schools also qualified for one of two additional types of funds:

- "Challenged schools" were those with the highest concentrations of low-income students (30% or more), and the additional funds could be used to extend existing services or serve groups typically not served (e.g., those who showed test scores just above the grade-level cut scores).
- Schools who did not qualify for the Challenged Schools program could apply for the School Improvement Program (SI) Grant based on special needs at their campus. Although a few schools used these funds for remediation services other than ALP, most used the money to supplement their regular ALP services.

This section begins with the structure of the regular ALP 6-8 program, with Challenged Schools and SI Grant program descriptions following. All data trends were summarized from fall and spring feedback forms from schools, whose results are available as attachments to this report.

REGULAR ALP 6-8 PROGRAM IMPLEMENTATION

Structure

Session Times Offered

The structure of each middle school's ALP services varied within the guidelines of the program. Schools used a number of strategies to construct their ALP calendars (Saturdays, full days, half days, intersession days, before/after-school hours, etc.), approaches used, subjects emphasized, and staffing provided for the ALP sessions.

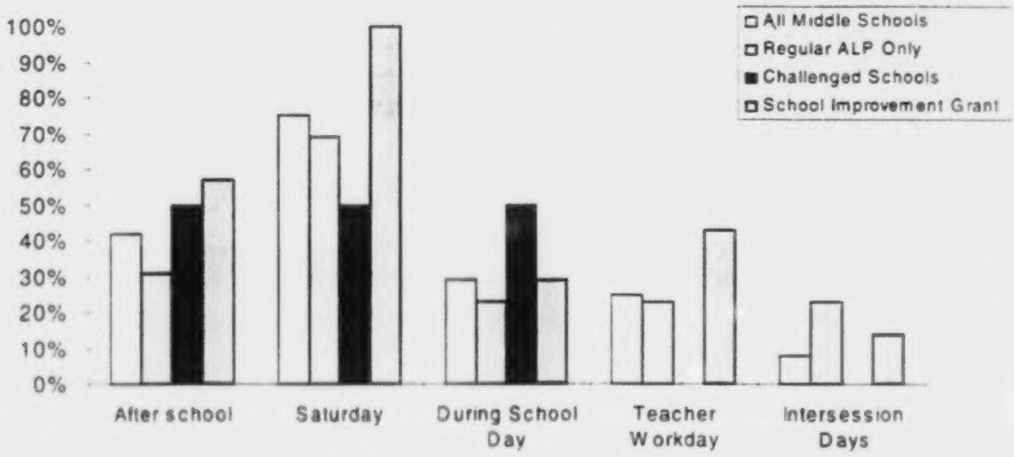
In ALP's initial year, sessions were offered exclusively at various times outside of the regular school day. In 2000-01, 28% of schools offered assistance during the school day in combination with times outside of the day. As shown in the following figure, Saturday and after-school sessions were the most popular options in middle schools. This pattern is similar to that of the elementary schools, but after-school hours were noticeably less popular at middle school than at elementary (42% versus 70%) and Saturdays were somewhat more popular (75% versus 61%).

Figure 13
Regular ALP 6-8 Session Times

	All Middle Schools (24 of 26 reporting)		Regular ALP Programs Only (13 of 13 reporting)		Challenged Schools (4 of 5 reporting)		School Improvement Grant (7 of 8 reporting)	
	# Schools	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**
After School	10	42%	4	31%	2	50%	4	57%
Saturday	18	75%	9	69%	2	50%	7	100%
During the School Day	7	29%	3	23%	2	50%	2	29%
Teacher Workday	6	25%	3	23%	0	0%	3	43%
Intersession Days	4	8%	3	23%	0	0%	1	14%
Before School	0	0%	0	0%	0	0%	0	0%
Holidays	0	0%	0	0%	0	0%	0	0%
Early Release Days	0	0%	0	0%	0	0%	0	0%

Source: ALP Strategies Forms

Figure 14
ALP 6-8 Session Times



N = 24

Number of Hours Offered

The number of ALP instructional hours each school provided to students varied considerably. Several trends were noted:

- Based on the 24 of 26 middle schools reporting, a total of 2,361 hours were earmarked for ALP sessions, with an average of approximately 98.38 hours per school (equivalent to 16.4 six-hour instructional days). Saturdays and intersession days needed to last only three hours to count as a full day for ALP. Reported hours ranged from 34 hours at East Cary to 577 hours at West Millbrook (many of which were during the day). The median number of reported hours was 63, with the most common being approximately 60 hours.
- The most hours of assistance were provided at middle schools during the day (822 hours, or 35% of the total number of hours reported) and on Saturday (709, or 30%), and after-school (561, or 24%). Intersession timeslots accounted for 237 hours, or 10% of the total reported number of hours, and teacher workday sessions accounted for only 1% of hours reported. No sessions were offered before school, during holidays, on early-release afternoons, or at other times.
- Most middle school ALP programs combined Saturdays with other times, such as during the day or after school.

Instructional Approaches

Nearly all middle schools (92%) reported that they combined various instructional approaches in ALP. Middle schools used both small-group sessions (52%) and tutoring or individual instruction (40%) as session formats. Hands-on activities or manipulatives (28%) and test-taking instruction (32%) were often mentioned as approaches used.

A wide range of supplemental materials were used, including manipulative kits, skill-specific software, testlets, SRA reading kits, games, and workbooks. Some of the most frequently mentioned material sets were CARS/STARS, Competitive Edge, and Destination Math. Most schools (72%) included technology in their instructional approach.

Staffing

ALP guidelines recommended using highly trained certified teachers from the home school to conduct the ALP sessions. Nearly all middle schools used their own teachers to staff their ALP programs, but supplemented them with other staff. As shown in the following figures:

- All but one of the reporting middle schools used some of their own teachers for ALP. Overall, middle schools' own teachers represented 64% of the ALP staff instructors.

- Overall, 21% of schools used teacher assistants in ALP. Almost all of their use was in schools with Challenged Schools funding.

- About 42% of the reporting schools used volunteers as part of ALP. This figure was actually higher for schools with regular ALP programs (54%) than for those with Challenged Schools (25%) or SI grants (29%).

- No schools reported using an outside firm to deliver ALP services.

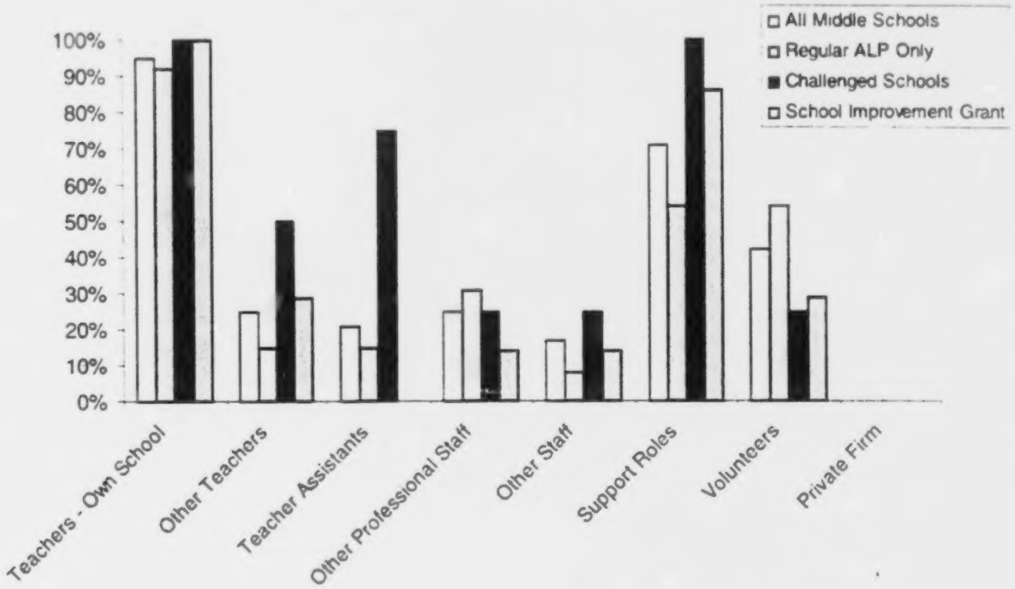
Figure 15

ALP 6-8 Staffing

	All Middle Schools (24 of 26 reporting)		**Regular ALP Programs Only (13 of 13 reporting)**		**Challenged Schools (4 of 5 reporting)**		**School Improvement Grant (7 of 8 reporting)**	
	# Schools	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**	**# Schools**	**% Schools**
Teachers – Own School	23	95%	12	92%	4	100%	7	100%
Other Teachers	6	25%	2	15%	2	50%	2	29%
Teacher Assistants	5	21%	2	15%	3	75%	0	0%
Other Professional Staff	6	25%	4	31%	1	25%	1	14%
Other Staff	4	17%	1	8%	1	25%	1	14%
Volunteers	10	42%	7	54%	1	25%	2	29%
Private Firm	0	0%	0	0%	0	0%	0	0%

Source: ALP Strategies Forms

Figure 16
Staffing for ALP 6-8 Programs



Year-Round Vs. Traditional-Calendar Middle Schools

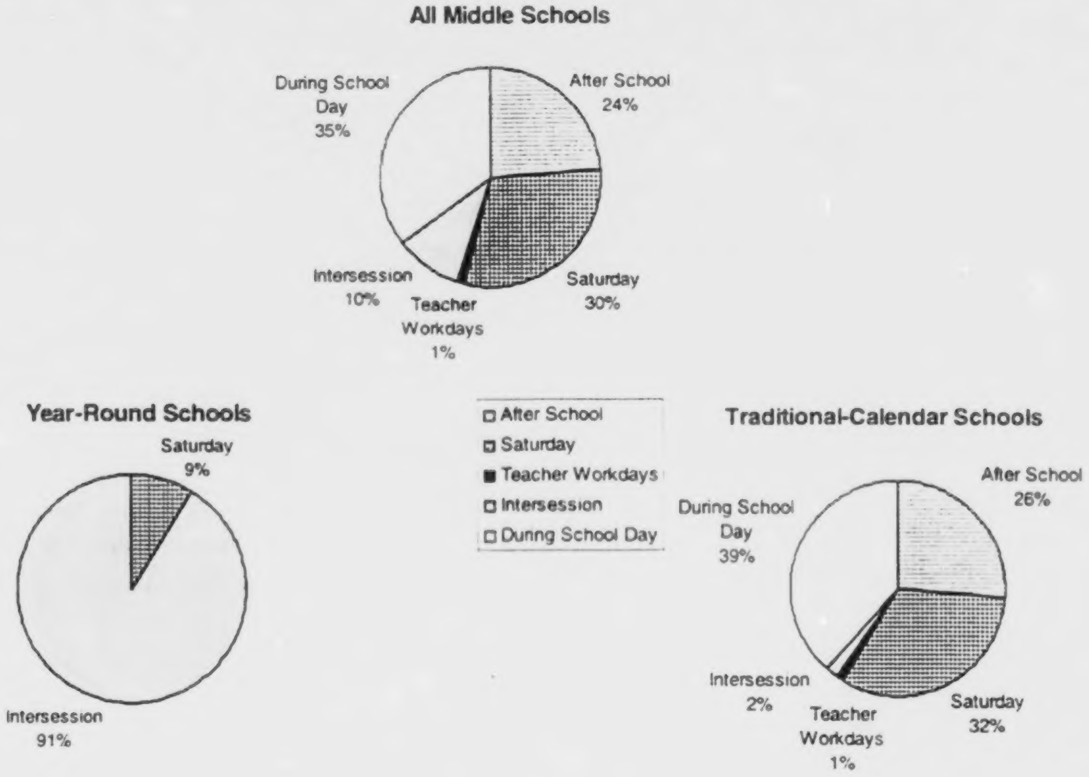
The main differences in ALP programs between traditional and year-round calendar schools were in terms of session times and number of ALP hours.

Session Times Offered

In 1999-2000, year-round middle schools offered ALP services almost exclusively during the intersessions. Although year-round schools were encouraged to offer other session times this year, only one of the three year-round schools supplemented its ALP intersession services with sessions at other times (Saturdays). Unlike traditional-calendar schools, year-round middle schools did not use ALP funds to provide assistance during the day. It is not known whether other funds were used for this purpose.

Figure 17

Hours Offered by ALP 6-8: Year-Round vs. Traditional-Calendar



Number of Hours Offered

The average number of ALP hours offered at the three year-round middle schools (67.67) was substantially lower than at traditional-calendar middle schools (102.76). It should further be noted that although all intersession hours for year-round schools were calculated in the total, summer-school sessions for traditional-calendar schools were not figured into the reporting because they had not yet taken place (about 42 hours). Of course, due to the timing of our data request, one intersession may also not be reflected for year-round schools (12 to 24 hours). The median number of hours offered at year-round middle schools was 60 (compared to 63 hours at traditional-calendar middle schools).

Figure 18

ALP Hours: Traditional-Calendar and Year-Round Middle Schools

	# Schools Reporting	Total Hours	Average Hours per School
All Middle Schools	24 of 26	2361	98.38
Traditional Calendar	21 of 23	2158	102.76
Year-Round	3 of 3	203	67.67

ALP 6-8 CHALLENGED SCHOOLS/SI GRANT PROGRAMS

Structure

In addition to regular ALP funding, some middle schools qualified for additional remediation funding through the Challenged Schools program and the School Improvement Program (SI) Grant. These supplemental funds were made possible through a one-time transfer of funds from capital improvement to operating funds to help reach the 95% achievement goal. The amount of Challenged Schools funds for middle schools ranged from $6,000 to $53,350. SI grants ranged from $5,000 to $20,000. One middle school also received a $1,000 grant from a Fuquay-Varina civic organization to support its SI efforts.

Staffing

Of the 11 middle schools reporting on their Challenged Schools and SI Grant funding, 73% utilized their funds to hire staff. The Challenged Schools funding and SI grants both came well after the school year had begun, allowing most schools to hire new staff in midyear. Based on the addition of staff, those schools were able to make significantly revisions to their ALP programs.

- Teacher assistants were utilized in provision of ALP services in 75% of schools with Challenged Schools status, compared with 15% in schools with regular ALP programs only and 0% in SI Grant schools.

- Schools with Challenged Schools funding (100%) or SI grants (86%) had higher numbers of support roles for their ALP programs than did schools with unsupplemented ALP programs (54%).

- The percentage of schools reporting use of volunteers was actually higher for schools with regular ALP programs (54%) than for those with Challenged Schools (25%) or SI grants (29%).

Services Provided

As with elementary schools, a few middle schools used their additional funds to provide assistance different from what they offered in their regular ALP programs, but most used the money to supplement their regular ALP services. Nearly all middle schools with Challenged Schools funding and SI grant (91%) used the funds for more support for Level I and II students. Twenty-seven percent of middle schools reporting used the funds to support low Level III students.

Low feedback return rates by Challenged Schools makes it difficult to find trends in the differences between how those schools used funds differently from SI Grant schools. It appears that unlike elementary schools with Challenged Schools or SI Grant status (which used the supplemental funds to change the way they served Level I and II students), middle schools most often used Challenged Schools and SI Grant funds to serve more students. This was most often reported by SI Grant schools (75% choosing this strategy) than among reporting Challenged schools (33%).

Figure 19

How Middle Schools Used Challenged Schools/SI Grant Funds

Use of Funds	All Challenged/SI Grant Schools (11 of 13)		Challenged Schools (3 of 5 reporting)		SI Grant Schools (8 of 8 reporting)	
	# Schools	% Schools	# Schools	% Schools	# Schools	% Schools
More support for Level I and II students	10	91%	3	100%	7	87%
• More hours	3	27%	0	0%	3	37%
• Smaller groups	3	27%	0	0%	3	37%
• More students served	7	64%	1	33%	6	75%
• Other	4	36%	2	67%	2	25
Support for low Level III students	3	27%	1	33%	2	25%
Other (Fast Start)	1	9%	1	33%	0	0%

In a spring feedback survey, schools were asked whether they used any strategies for their Challenged or SI Grant program that were not used in their regular ALP programs. Although most schools utilized the additional funds to supplement or expand their regular ALP services, a few schools did adopt notably distinct strategies to improve student achievement.

- One school focused on ESL populations, providing students with in-class assistance and access to an established after-school program, as well as hiring a liaison to work with students, regular teachers, ESL teachers, and parents.

- One middle school purchased calculators for the ALP math program, and another purchased Fast Start, which focuses on auditory reception.

ALP 9-12 PROGRAMS

BACKGROUND

The ALP 9-12 program was funded through the one-time re-allotment of WCPSS funds (approved by the Wake County Commissioners in November 2000). Originally, the primary intent was to assist those in the Class of 2003 who faced a new graduation requirement of a high school exit exam given in grade 11. Assistance could focus on preparation for the test or remediation after the test. However, the implementation of this new requirement was delayed. Guidelines were therefore broadly interpreted to mean interventions for any students at risk of not graduating. Traditional graduation requirements in WCPSS (many of which are state requirements) include:

- 4 credits of English
- 3 credits of mathematics including Algebra 1 and two others
- 3 credits of science including Biology, an earth science and a physical science
- 3 credits of social studies including Economics-Law-and Politics (ELP), world civilization, and U.S. history
- State End of Course (EOC) exams in 10 selected courses
- 7 credits of health and electives
- NC Computer Skills Test
- 8th Grade EOG (with opportunities for re-tests in high school)
- Exit Exam (begins with the Class of 2005)

The ALP program is based on the individual students' Personalized Education Plan (PEP). The program was to focus on:

- Ongoing student assessment
- Targeted assistance
- Flexible grouping
- Differentiated instruction
- Extended time

Suggested strategies included:

- Summer Academy for at-risk 9th graders and students who fail the exit exam
- Semester courses designed for students at risk of not graduating
- Tutorials outside of regular school day (Saturdays and before and after school)
- NovaNet (computerized tutorial)
- Content-area instruction
- Teacher training
- Hiring an intervention/testing coordinator to coordinate efforts

Total funding for ALP 9-12 was $1.5 million for 2000-01. Each high school received $60,000, part of which could be used to hire an intervention coordinator. In addition, each high school received $150 for each student who:

- Was a rising 9th grader scoring below grade level on the 8th Grade EOG
- Scored below grade level on the High School Comprehensive Test (HSCT) in the 10th grade

PROGRAM IMPLEMENTATION

This section describes the basic implementation of the program. Information from each school was obtained through a questionnaire implemented in May 2000. Conversations with central and school staff supplemented the survey information. Although all 15 high schools provided some information not all questions were answered by all the schools.

Although schools were provided with funds to hire intervention/testing coordinators, many reported that it was difficult to hire someone mid-year for a position that may or may not continue. At least eight schools did hire an intervention/testing coordinator (all schools could be reached for a report).

Start-up

Schools reported that they began to provide services between September 2000 and May 2001. Some schools reported using their own funds to begin before the January start date for funding or this project. February was the most common month in which schools began to offer services. The majority began between January and March.

Groups Served

Schools had substantial flexibility in how the program was implemented. The following figure shows that most schools served both students and teachers.

Figure 20

Percent of High Schools Serving Relevant Groups

Population Served	Number of Schools	Percent
Students	11	78%
Teachers	9	60%
Other Staff	4	27%
Parents	2	14%
Other	5	36%

Source: ALP 9-12 Feedback Form

Grade Levels Served

All reporting schools offered some services to students in grades 9-11 except one school, which offered no services to 10th graders. Twelfth-grade students received services at 64% of high schools reporting.

Services Provided

As shown in the figure below, schools offered a number of services, from tutoring in basic skills or specific courses to access to the computer-based program called NovaNet. (Additional high schools used NovaNet, but did not use ALP funds for this purpose.) Help with basic skills was the most common use of funds. Only one school used ALP funds to provide summer school tuition for students (high school summer school is offered on a fee basis). A high percentage of schools reported that other services were provided. These services included such things as counseling, parent dinners, and instruction on test-taking skills.

Figure 21

Percentage of Schools Offering Each Service by Grade Level Served

Grade Level	Basic Skills	Specific Courses	NovaNet	Summer Tuition	Materials	Other
9	75%	50%	50%	0%	57%	71%
10	57%	50%	43%	0%	57%	64%
11	57%	43%	29%	0%	50%	57%
12	36%	29%	21%	7%	36%	29%

Source: ALP 9-12 Feedback Form

Criteria for Selection

Schools had the flexibility to develop specific criteria for including students within the broad mandate to assist students at risk of not graduating. One half of schools specifically reported that one criterion for inclusion was students who had not yet passed the 8th-grade competency requirement. Two additional schools indicated that students scoring in levels I and II on EOCs were served. Two schools specifically mentioned credit recovery, either for students who were coming into the district from elsewhere or for students who had dropped out for part of the year. Two other schools mentioned a combination of "past academic performance, preparation for EOC exams, and referrals from teachers or guidance counselors."

Summer Academy

BACKGROUND

The new state retention/promotion policy required that third through eighth grade students who scored below grade level be given an opportunity for additional help and re-testing between the end of the school year and the next school year. Two years ago, WCPSS started to use summer school funds to provide help for students during the year (through Instructional Assistance and ALP). Because the Wake County Commissioners provided additional funds in fall 2000 for use in 2000-2001, a portion of these funds were allocated to summer academies and the regular ALP program did not need to be cut back.

PROGRAM IMPLEMENTATION

The summer academy is for students in grades 3-8 who failed to show grade-level performance on the EOG tests in reading, math, or both subjects. Students who scored below grade level on the first EOG but scored at grade level on the retest given after a brief remediation before school ended were not invited to the summer academy. The ALP summer academy is a three-week intervention program (12 instructional days) of focused and targeted instruction based on the NC Standard Course of Study. For year-round schools, the calendar does not allow three weeks in one stretch; "summer school" is therefore actually offered during each intersession period. Summer academies are scheduled to occur on 50 of 78 elementary campuses and all middle school campuses during summer 2001.

Instruction was provided for at 3.5 hours each day. Suggestions were made for strategies and materials for summer academies, but schools had a great deal of flexibility in their implementation. Staff for the program included one lead teacher plus regular teachers at a ratio of one per ten students. Schools could opt to hold summer school on their own site or combine their program with a neighboring school. The last days of summer school, students are retested with a different form of the EOG test than taken previously. If they score at grade level on both sections, students are much less likely to be retained (although they still may be on local standards). Summer academies are being held between June 4 and July 12 so that retention review committees can meet, notify parents of decisions, and students can be scheduled before school begins.

ALP Community

BACKGROUND

The Wake County Public Schools (WCPSS), the Wake Education Partnership, Communities in Schools (CIS), and the Wake County Parent Teacher Association (PTA) Council all worked together as planning partners on the ALP Community component. All groups also helped recruit volunteers and coordinate efforts throughout the year. Communities in Schools (CIS) was designated as the point of entry for volunteers, WCPSS central staff developed training in literacy and math, and all planning partners provided training. Wake County Sheriff John Baker also formed the Task Force for Student Success to encourage churches to work with students.

ALP Community was designed to provide extra support and practice to elementary and middle school students who did not score at grade level on the state-mandated EOG tests. Some volunteers came to ALP as individuals and some came as groups. Most groups were from the religious community, and came to be known as the Faith component. Other groups included staff from the Department of Justice as well as the Boys and Girls Club. All volunteers who worked with individual students were trained in literacy and/or math in 2.5 hour sessions (per subject). All also had a background check before placement with a school.

Each school was also asked to appoint a PTA Liaison/Volunteer Coordinator to assist the ALP Lead Teacher at the school with recruitment, placements, and support for the volunteers. These liaisons were also provided 2.5 hour training sessions. Approximately 38 elementary and middle schools did name a PTA Liaison for 2000-2001.

PROGRAM IMPLEMENTATION

Volunteers indicated schools they would like to work with and hours they were available. WCPSS central staff assigned them to a specific school. Occasionally, schedules did not work out and volunteers' placements were changed. Schools made the actual matches of volunteers with students—generally one student per volunteer. Occasionally, volunteers worked more than one hour a week or with more than one student. Volunteers sometimes worked with students during the school day and sometimes during ALP outside of regular school hours. The Faith community often provided tutoring at their church sites. Sometimes they adopted one school and sometimes members chose schools with which to work. Some churches also supported ALP by training their members in ways to work with their own students at home, by encouraging parent involvement in school, through preparing learning materials, acting as mentors, or providing snacks or meals for ALP.

Volunteer training actually started in 1999-2000, with the first sessions for 2000-01 provided in July. In the literacy program, called "Readers to Achievers," tutors served as literacy coaches. Each lesson has five parts: conversation, rereading a familiar book, reading aloud (new material), discussion of the reading, and written response. This helps the student build their confidence, fluency, comprehension, and writing skills as they move from familiar to unfamiliar material.

ALP or classroom teachers provided the tutors with appropriate levels of books for the student and noted any particular skills they would like the tutor to emphasize.

Overall, about 1,500 tutors have been trained so far; an estimated 1,000 tutors have been placed with schools to work with students. While exact numbers are not available, the volunteer coordinator reported nearly all volunteers were successful placed and worked with students this year, with some exceptions when schedules could not be matched up. This process went more smoothly this year than last year. Most elementary and middle schools had one or more volunteers placed in 2000-01.

The goal is to have 2,003 tutors by 2003, so the pace of recruitment is ahead of this goal. Members from thirty churches have been trained or are scheduled for training.

FUNDING

Existing staff assisted with training and recruitment; no staff time was covered in the ALP budget. ALP and state At Risk funds were used to cover expenses for background checks, materials, and supplies. Costs have been about $20,000 this year. For service to 1,000 students, this averages out to about $20 per student for about 30 hours of assistance per student (less than $1 per hour).

ATTACHMENTS

STRUCTURE OF ACCELERATED LEARNING PROGRAM (ALP) EFFORTS 2000-01

1. ALP Evaluation Plan 2000
2. Instructional Assistance Programs Available to Students by School 2000-01
3. Elementary School Plans—ALP Regular 2000-01
    - Approaches Used
    - Hours Offered by Time of Day
    - ALP Staffing
4. Elementary School Plans—ALP Challenged/SI Grant 2000-01
    - Approaches Used
    - Hours Offered by Time of Day
    - Technology Used
5. Middle School Plans—ALP Regular 2000-01
    - Approaches Used
    - Hours Offered by Time of Day
    - ALP Staffing
6. Middle School Plans—ALP Challenged 2000-01
    - Approaches Used
    - Hours Offered by Time of Day
7. High School ALP Services

Attachment 1
Accelerated Learning Program (ALP) and Reaching the Goal: Evaluation Plan 2000-2001

	Question	Information Source	Analysis
	Services and Implementation		
A	**Programs**: What instructional support was available during 2000-2001 to students K-12 who scored below grade level on EOG, EOC, Computer Skills Test, or local assessment profiles at the end of the 1999-00 school year (from various funding sources)? Which schools had which programs? What was the funding level?	• Program Records: Request information from key central office contacts: ALP plus Title I, ESL, SOAR, SOS, CIS and Special Education. Route to them once compiled for review.	Update charts produced last year of overall sources of funds and program funds allocated by school (note: ESL can be school without $)
B	**ALP Guidelines** 1. What parameters were set for ALP K-2, 3-8, 9-12, Challenge, Grant, and Summer Academy? What changes were made to original guidelines? Why? 2. What was the funding level? Were funds fully expended by schools? When were funds available to schools for each program?	• Program Records: Early Connections description from Willie Webb or Susan Roberts • ALP Guidebook • Interviews with key staff (David Gammon)	Qualitative—summarization of key points in documents and comparison to what key staff say actually happened
C	**ALP Structure** How were the ALP programs structured at schools K-2, 3-8, and 9-12? • Subjects, grades, technology • When help was provided (calendar) • Hours provided • Approaches used • Staffing and hiring dates (especially new programs) • Supplemental materials	• ALP Strategies Forms (School Survey) • ALP Feedback form (staffing)	• Descriptive statistics (counts, percentages) by school and overall. Graphs and text describing trends and changes from last year. • Describe approaches. • Determine whether approaches used or groups served varied for challenge and grant programs.

	Question	Information Source	Analysis
D	**ALP Implementation:** 1. What did schools consider the biggest successes? The greatest challenges? (e.g., staffing) 2. What changes did schools make to their initial plans? 3. When were new programs actually implemented and staff hired? 4. How were multiple programs coordinated? Did implementation of Early Connections vary in different types of schools (such as Title I, class size reduction, and other schools)? 5. What was ALP implemented in the schools who best promoted growth for Level I-II students? What other strategies did they use to promote student progress? 6. How many ALP community Partners were there? How many volunteers?	1. ALP Feedback Form 2. ALP Feedback Form 3. Interviews with Extended Learning Director; ALP Feedback Form 4. Site visits; ALP feedback form; informal feedback from ALP teachers via email and at training meetings 5. Site visits to schools successful in 99-00 (perhaps five). Brief observation and structured interview of principal, ALP lead, and perhaps teacher. 6. Interview and records of WCPSS coordinator.	1-3. Brief summary of results from feedback form (bullets perhaps). Counts of common problems. Corrections to original charts describing programs. 4. Qualitative summary of how efforts were coordinated. Counts of different ways to coordinate and whether this differed across school types. 5. Summary of strategies during and outside of the school day. 6. Counts
E	**Specific K-2 ALP Implementation Questions:** 1. How many teachers for Early Connections were new to the system? How many were Title I teachers? 2. How receptive were teachers to the Early Connections program (new this year)? What training was provided? What challenges to implementation arose? By spring, what was teachers' impression of the program? Did they feel it had improved their skills as literacy teachers? Did the program impact classroom teachers' skills? 3. When was the service provided (e.g, within language arts block, recess, other subjects, etc.)? Did this vary in Class Size Reduction Program classes?	1. Elementary Language Arts Sr. Adm. 2-3. Same as above. ALP Feedback form. • Evaluation data from publishers of Early Connections	Qualitative analysis (content summary) plus counts as appropriate (shown in charts or bullet lists). Survey data will include counts and percentages of teachers giving various responses as well.

	Question	Information Source	Analysis
F	**Student Eligibility**: 1. How many students were eligible for ALP as of spring 2000? Fall 2000? Spring 2001? (3-8) (K-2?) 2. How many students left between spring and fall of 2000? Between fall 2000 and spring 2001?	1. Masterbuild (EOG grades 3-9); K-2 Assessment (K-2); Computer Skills Test (grade 8) 2. Three locators	1. Flow chart 2. Flow chart
G	**K-2 Eligible and Served**: How many and what percentage of students in grade 1 and 2 scored below the WCPSS literacy cutoffs in spring 1999? How many received assistance in 1999-2000? Through what sources? How did the extent and nature of help compare to 1998-1999?	- Comprehensive Student Roster - Locator File or Generic (special education, Title I) - Ed Star (Soar to Success, Great Expectations)	- Point-in Time Count (average range) - Cumulative Counts - Must ask Willi Webb how eligibility worked.
H	**Students Served:** 1. What were the characteristics of the eligible students? Did ALP participation vary based on student characteristics? 2. How many were served? By grade? By school? 3. What percentages of those served were in initial eligibility lists? How many were not? Why were they not served? 4. How many students were served through more than one ALP program?	1. Locator or generic for income (FRL), special education, ESL, race, gender; 95% goal bulletin. Comprehensive Student Roster; Locators 2. Comprehensive Student Roster; Individual Student Assistance Form 3. Cross of eligibility file from spring/fall with students served 4. ALP Feedback Form; program and central data files	1. Percentages of students who were FRL, special education, ESL, of various ethnicities, male, and female (table or graph) based on SAS frequency distributions. Chart and text comparing characteristics of those eligible for the programs and served. 2. Spring counts reflecting full year (overall and range by schools). 3. Frequency and percent of students; reasons listed 4. Frequency and percent of students in varying numbers of programs
I	**ALP Attendance**: 1. What was the attendance rate for ALP programs? For ALP participants? 2. Did attendance vary by when ALP sessions were offered? 3. Did it change during the course of the year? 4. How did schools encourage participation? How cooperative were parents and students?	1-4 ALP Feedback Form 1-2 Individual Student Assistance Form (sample per school)	1-4 Brief summary of open-ended feedback; possibly charts or graphs. 2 Table or graph of attendance rates by when offered.

	ALP IMPACT		
	Grades 3-8:		
J	**Impact: Overall Improvement** 1. Did the percentage of students at Level III and IV increase between spring 2000 and 2001? Was the rate of increase greater than for previous years?	EOG Results Bulletins: spring 1998, 1999, 2000	Results by subject, grade, and overall; add to existing chart
K	**Overall Changes by Level** **Level Improvement for Level I-II:** 1. What number and percentage of students in Levels I and II in spring 2000 were able to move to Levels III or IV by spring 2001? Was this percentage greater than in previous years? 2. What number and percentage of students in Levels I and II in spring 1999 were able to move to Levels III or IV by spring 2000? 2001? 3. What number and percentage of students who scored in Level I and II in spring 1998 reached Level III or IV in one year? Two years? Three years? (possibly 2 years in ALP and one with Instructional Assistance—could separate by years of service) . Did results vary for special education. 4. **Level Decreases:** What number and percentage of students who scored in Level III or IV in spring 2000 moved down to Level I or II in spring 2001? Within the Level III cohort, what percentage of those who scored within two standard errors of cut-off for Level III declined to Level II (or I) compared to those who scored higher initially?	1. EOG Masterbuild for ABCs 2001 (from Chuck) and Locator; ALP files 99-00 2. See above plus Masterbuild or Instuctional Assistance files from 98-99 3. See above. Q: Most were likely served by ALP two years—should we do just those served both years? Or all? Or both? EOG Masterbuild for ABCs 2001 (from Chuck) and Locator; ALP files 99-00	• Frequency distributions and means in SAS (Proc Tabulate of pretest level by posttest level by subject—one overall across grades and one per grade) • System, perhaps school? • Frequency distributions and means in SAS (Proc Tabulate of pretest level by posttest level by subject—one overall across grades and one per grade) • System; perhaps school
L	**Mean Gains:** 1. **All Level I-II:** What were the mean gains for students in Level I-II between 1999 and 2000 by initial achievement level? Were gains for Levels I and II students greater than for Levels III and IV students? Were gains for Levels I and II students greater than for the previous cohort?	Mean scale score gains, level scores in 1998, 1999, 2000	Results by level, subject, grade, and overall. System and school level.

	Question	Information Source	Analysis
L	**ALP Impact**: Did gains vary for students served through any form of ALP versus those served only through other programs or no programs?	• EOG mean scale score results spring 2000 and 2001. • Locator or Generic • Comprehensive Student Roster •	• Check initial similarity of groups by initial achievement level and demographics • Descriptive statistics • Regression analyses
M	1. How did gains compare for students served during the school day only, outside the day only, and both during and outside the school day?	• EOG Results • Individual Student Assistance Form (sample)	Regression analyses **OR** Hierarchical linear modeling
N	2. Within ALP, what factors led to the greatest effectiveness over one year (system level): hours of participation, who taught, when help was provided, methods, group size, etc.? Did this profile vary by initial level of achievement (LI or II)?	• EOG scale scores spring 1999 and 2000 • Individual Student Assistance Form	• Report frequencies for each variable (e.g., percent of students in various size groups within ALP and other interventions) • Regression analyses **OR** Hierarchical linear modeling • For "who taught", gather info on "own" teacher versus other teacher, other school professional, school nonprofessional , volunteer
O	3. Which schools showed the greatest gains for their Level I and II students? Did these schools also show strong gains for Level III-IV students? What factors led to the greatest effectiveness (school level)? What percentage of their LI-II students were low income?	• ABC analyses by level • Site visits and interviews for spring 2000 • Phone interviews for spring 2001	• ABC Regression Analysis: Try to make electronic file if possible from ABC printouts. Determine how we want to set the "top" school criteria. Sort. • School interviews for top schools.
	GRADES K-2		
P	**Impact: Overall Improvement** What percentage of students who scored below the literacy and math cutoffs in spring 1999 moved to above the cutoffs the next spring? Was this percentage greater than from 1998 to 1999?	• Data Capture Sheets: • Spring 1998-1999-2000 (from Chuck) and K-5 Bulletin. • Last year's programs and report – note differences in cutoffs	Results by subject, grade, and overall
Q	What were the mean gains in reading book level for 1^{st} and 2^{nd} graders between 1999 and 2000? Were gains for low students greater than for higher students? Were gains greater than for the previous cohort?	• Data Capture Sheets • K-5 Bulletin • CSR Report	Results by level, subject, grade, and overall for system – descriptive chart, regression if tim.
R	Which schools achieved the greatest gains for their first and second graders in reading and math? What did schools feel was key to their success?	• Data Capture Sheets • School interviews (consider how many to choose –what criteria)	Frequency distribution of gains for all school in reading and math. Standard deviation.

	Question	Information Source	Analysis
S	Did student gains vary by the number /type of services in which they were involved?	Comprehensive Student Roster	See table below for possible groups. Regression analyses
	ALP 9-12		
T	Grade 9 and 10: Did at-risk students who were served through ALP show higher pass rates on retaking the competency tests than those not served?	Competency Test Results Students scoring in Levels I or II on EOG in eighth grade retake the competency test until passed (grad requirement)	Pass %ages for those served (and not) in reading and math by grade. Include only those low in a subject in analysis. Include group characteristics.
U	Grade 10: How did at-risk 10th graders students who were served through ALP score on the HSCT compared to those not served (include 8th grade EOG scores too)?	Defining at-risk as those below grade level on EOG at grade 8. High School Comprehensive Test Results (if numbers served are sufficient)	Descriptive chart showing scores on High School Comprehensive Test (HSCT) and EOG grade 8 for two groups (served in ALP and not). ABC Regression if available.
V	Add to Dropout Plan fall 2001: Were ninth graders receiving extra help less likely to dropout during second semester than at-risk students who were not?	School leaver status (we would need date left) Dropout rates?	Percent dropping out for all those served and all those not served. Comparison of characteristics. Descriptive stats only.
W	Did schools believe the program made a difference this first year? How? To what extent were parents and teachers impacted? Do schools feel it will have more impact next year?	• ALP Feedback Form (high school version will be different) • Student Interviews • Phone interviews.	• Descriptive statistics • Content summaries

ALP Preliminary Evaluation Plan Information Sources

Information Source	**Description**	**Reference**
Individual Student Assistance Form	Sample of 30 students per elementary and middle school for whom we will get more detailed info on ALP service.	H, I, M
Comprehensive Student Roster	Indication of service by ALP (of any kind) and subject for all students K-8. At 9-12, we may ask about type of service and why served..	G, H, L, S
ALP Strategies Form	Fall survey asking schools to describe their ALP programs.	C
ALP Feedback Form	Spring survey to ALP lead teacher (and perhaps principal) about any changes in the program during the year and the schools' experience and opinion of the program. Be sure to ask about staffing issues and hiring.	D, H, I, W
Data Capture Sheets	Reading and math levels for K-2 based on classroom assessment profiles.	P, Q, R
Locators	Mainframe data about students' school and demographic characteristics.	F, G, H, K, L, V
Masterbuild	EOG/EOC results and relevant demographics for use in ABC data analysis.	F, K, L, M, N, U
Program Records	Review of records kept such as curriculum descriptions, budget, etc.	A, B, I
ALP Guidebook	Official publication outlining guidelines for the program from Curriculum and Instruction (Instructional Services).	B
Interviews	Personal interviews with key staff (school staff will be done the day of site visit)	B, D, E, G, O, R, W
Site visits	Site visit may include interviews with principal, ALP lead, and classroom and ALP teacher. Must design.	D, E, O
EOG Results Bulletin	Provides official percentages of students at each level.	J
ABC Analyses	Official state analysis of effectiveness of schools. Can also be used to look at groups of students (e.g., Level I-II) to see if gains were exemplary.	K
Competency Test results	Grade 8 EOG Level III-IV is the graduation requirement. Students who do not achieve in grade 8 have subsequent opportunities to demonstrate this level of achievement.	T
High School Comprehensive Tests (HSCT)	Grade 10 test used to measure growth in students' overall reading and math ability between grade 8 and high school.	U

Attachment 2: Instructional Assistance P

Instructional Assistan			
Elementary	Accelerated Learning Program	Class Size Reduction (Number of FTE Positions)	
Adams	$21,630		
Apex	$40,550		
Aversboro	$40,570		$88
Baileywick	$35,865		
Baucom	$35,845		
Brassfield	$12,776		
Brentwood	$40,590	1	$88
Briarcliff	$26,511		
Bridges	$12,280		
Brooks	$35,825	1	$88
Bugg	$26,275		
Carver	$64,635	1	$146
Cary	$43,815	1	
Combs	$12,504		
Conn	$64,615	1	$117
Creech Road	$59,890	2	$117
Davis Drive	$17,925		
Dillard Drive	$40,326		$117
Douglas	$24,955		$88
Durant Road	$40,450		
Farmington Woods	$40,550	1	$117,
Fox Road	$59,910	1	$117,

rograms Available to Students by School

ce 2000-01			
Title 1		ESL (Number of Students Served as of 6/27/01)	Project SOAR
		53	
,050	K & 2		
		32	
,050	1-2	47	
		71	
,050	K-1-2-3		
,750	1-2, Pre-K	62	
		62	
		45	
,400	K-1-2		
,400	1-2, Pre-K		
		69	
,400	K-1-2-3		
,050	1-2	50	
		34	
400	K-1-2	46	
400	1-2-3		

Attachment 2: Instructional Assistance

Fuller	$31,212	1	
Fuquay-Varina	$54,084		$11
Green	$40,470		
Green Hope	$7,555		
Hilburn Drive	$35,885		
Hodge Road	$59,910	2	$14
Holly Springs	$50,540		
Hunter	$40,510		
Jeffreys Grove	$26,591		
Jones Dairy	$40,450		
Joyner	$49,940		$8
Kingswood	$11,980		
Knightdale	$69,440	1	$11
Lacy	$34,265		$11
Lead Mine	$45,340		
Leesville Road	$17,525		
Lincoln Heights	$33,035	1	
Lockhart	$54,605	1	$14
Lynn Road	$35,885		
Middle Creek	$45,335		$58
Millbrook	$40,490		$105
Morrisville	$31,100		
North Ridge	$21,826		$88
Northwoods	$21,970		
Oak Grove	$16,945		
Olds	$18,075		
Olive Chapel	$26,395		

Programs Available to Students by School

7,400	1-2	23	
		18	
6,750	K-1-2	95	
		27	
		33	
8,050	1-2-3	39	
		34	
7,400	1-2	30	
7,400	K-1-2		
		47	$125,950
,750	1-2 & 4	73	
,700	K-2		
,660	K-1-2-3-4		
		47	
,050	1-2	35	
		58	
		12	
		68	

Attachment 2: Instructional Assistance Pro

Partnership	$16,885		
Penny Road	$35,805		
Pleasant Union	$40,470		
Poe	$36,485		
Powell	$40,550		$88,0
Rand Road	$50,788	2	$117,4
Reedy Creek	$31,000		
Rolesville	$45,555	1	$117,4
Root	$26,435		$58,7
Salem	$31,000		
Smith	$59,950	2	$176,1
Stough	$31,180		$88,0
Swift Creek	$54,961	1	
Timber Drive	$31,180		
Underwood	$31,160		$58,7
Vance	$54,369	1	$117,4
Vandora Springs	$40,490	1	$117,4
Wake Forest Elem	$55,729	1	$164,3
Wakefield Elem	$26,335		$58,7
Washington	$40,530		$105,6
Weatherstone	$40,530		
Wendell	$55,285	1	$117,4
West Lake	$39,030		
Wilburn	$83,475		$205,4
Wildwood Forest	$45,215		
Wiley	$30,684		$58,70
Willow Springs	$45,215	1	$117,40

ograms Available to Students by School

		38	
50	1-2		
00	K-1-2		
		60	
00	1-2	29	
00	1-2		
		53	
00	1-2, pre-K	43	
50	K-1-2-3-4-5	61	
		55	
00	1-2		
00	1-2, pre-K	30	
00	1-2-3		
60	K-1-2		
00	1		
60	1-2-3 & 5		
00	K-1-2		
50	K-1-2		
00	1-2		
00	1-2		

Attachment 2: Instructional Assistance Pr

Yates Mill	$21,650		$58,7
York	$26,375		
Zebulon	$45,355	2	$186,
TOTALS	**$2,973,321**	**28**	**$4,083,6**

ograms Available to Students by School

700	K-1		
000	K-1-2, pre-K		
580		**1,579**	**$125,950**

Attachment 2: Instructional Assistance P

	Instructional Assist	
Middle	**Accelerated Learning Program**	**Class Size Reduction**
Apex	$74,309	
Carnage	$126,060	
Carroll	$107,140	
Centennial MS	$50,400	
Daniels	$83,595	
Davis Drive	$64,755	
Dillard Drive	$88,320	
Durant Road	$92,945	
East Cary	$88,320	
East Garner	$121,415	
East Millbrook	$130,725	
East Wake	$140,335	
Fuquay-Varina	$140,335	
Leesville Road	$74,165	
Ligon	$51,316	
Longview	$12,220	
Lufkin Road	$31,000	
Martin	$107,240	
Mt. Vernon Redirection	$21,730	
North Garner	$133,570	
Wakefield MS	$166,570	
Wake Forest-Rolesville	$31,060	
West Cary	$74,065	
West Lake	$69,360	
West Millbrook	$88,220	
Zebulon	$142,220	
TOTALS	**$2,311,390**	**Not applicable**

rograms Available to Students by School

ance 2000-01		
Title 1	**ESL (Number of Students Served)**	**Project SOAR**
	57	
	59	
	65	
	48	
	35	
	42	
	41	
		$127,132
	29	
	46	
	32	
	21	
	59	
Not applicable	**534**	**$127,132**

Attachment 2: Instructional Assistance P

	Instructional As	
High School	**Accelerated Learning Program**	**Class Size Reduction**
Apex	$23,850	
Athens Drive	$31,200	
Broughton	$27,150	
Cary	$23,400	
East Wake	$54,900	
Enloe	$36,150	
Fuquay-Varina	$38,250	
Garner	$50,100	
Green Hope	$15,300	
Leesville Road	$24,600	
Longview		
Millbrook	$34,800	
Phillips High	$4,500	
Sanderson	$32,550	
Southeast Raleigh	$28,650	
Wake Forest-Rolesville	$22,050	
Wakefield High	$13,950	
TOTALS	**$461,400**	**Not applicable**

rograms Available to Students by School

sistance 2000-01		
Title 1	**ESL (Number of Students Served)**	**Project SOAR**
	37	
	94	$123,748
	74	
	97	
	56	
		$131,665
	65	
	28	
	132	
	73	$130,512
		$124,597
		$135,774
Not applicable	**656**	**$646,296**

Attachment 3: Elementary Sc
Approa

Challenged	Grant		Supplemental Materials Used	Int
		Adams (YR)	Math: Blast Off, extra manipulatives bought for ALP. Reading: Blast Off	
		Apex	Math: Math manipulatives, Problm Solver, NC Coach. Reading/Writing: Rigby PM Starters, Improving Reading, NC Coach.	Open house; phone trees; coordinator c
X		Aversboro	Math: NC Mathematics Coach (Educational Design) 3-5; Basic Assessments Math L 3-5; Heath Math Connections; Test Ready Plus Mathematics (Curriculum Assoc.) Level 3. Reading/Writing: Comprehensive Assessment of Reading Strategies (Curriculum Associates) L 3-5; Strateges to Achieve Reading Success (Curriculum Assocations) Level 3-5; NC Reading Coach (Educational Design Inc.) 3-5.	Discussion a ALP students 16, there will
	X	Baileywick	Math: Blast Off series. Reading: Blass Off series.	A formal, pes with eachchil Each child wa ALP. A sampl

hool Plans--ALP Regular 2000-01
ches Used

roduction of ALP	Instructional Approaches Used in ALP
	One-on-one instruction with emphasis on the Cornerstone software. Small-group instruction with emphasis n manipulatives and hands-on materials. Large-group instruction with emphasis on overall concepts -- subtraction, addition, multiplication, division, reading comprehension, listening skills, test-taking strategies -- with individual feedback.
letters, PTA newsletter; counselor contacts; ALP ontacts	Small groups; buddy systems; guided reading; centers
t prent meetings. Parents of received a letter. On Nov. be an ALP parent session.	Small groups; one-on-one; problem solving; higher thinking skills.
onalized letter was sent home d, addressed to the parents. as invited to participate in our e letter is attached.	All teachers will work with small groups for reading and math instruction. The children will work in small groups on their grade level. Two teachers will work with each grave level, except for 3rd grade. Grades 4 and 5 will share students and will teach either math or reading and will switch for each subject. Children will remain with one teacher in 3rd grade, where they will receive assistance in both subject areas. The ALP teachers will base their instruction on targeted objectives provided by each student's classroom teacher.

Attachment 3: Elementary Sc
Appro

Challenged	Grant		Supplemental Materials Used	Int
		Baucom	Math: NC Manipulative Kit; Problem Solver Series. Reading/Writing: Houghton Mifflin Soar to Success.	Conference v teachers, an session on O
		Brassfield	Math: Math Steps (Houghton Mifflin); "The Problem Solver" (Creative Publications); NC Intermediate Math Kits (ETA NCIM). Reading/Writing: "Soar to Success" (Houghton Mifflin). Other: Mathematics Plus (HBJ), Levels 3, 4, 5.	A letter of ex parents of al
X		Brentwood	Math: CAMS; Blass Off. Reading/Writing: Blast Off; Rigby book.	We discusse house. Addi the families encouraging House, so th could be sha
		Briarcliff	Math: Blast Off, teacher-made. Reading/Writing: Blast Off, Soar to Success, teacher-made.	Letter sent t house, anno administrato

hool Plans--ALP Regular 2000-01

ches Used

roduction of ALP	Instructional Approaches Used in ALP
vith students, classroom d parents. Parent information ctober 30.	Independent/small-group instruction. Reading: working on before, during, and after reading strategies. Math: using manipulatives in problem-solving activities.
planation was mailed to the l eligible students.	Reading/Writing: students use steps outlined in the program (revisiting, reviewing, rehearsing, reading, reflecting). During reading, students predict, clarify, question, and summarize. Math: Student needs are identifies with pretest, and progress is assessed with posttests. Emphasis is placed on computation and problemsolving. Conceptes and skills are taught and reinforced through the use of manipulatives, pencil-paper practice, games, and activities. Whole group, smaller groups, and individual instruction is used as needed.
l our program at our fall open tionally, letters were sent to of eligible students them to attend the Open at questions and/or concerns red.	Reteaching of math and reading objectives is our primary method of instruction. We do pretach skills whenever we can so that our ALP students have a "leg-up" in th regular classroom. Working with stuents in the smallest group possible is what we strive for each session.
parents (attached), open uncement. Parent-teacher or r conference of phone call.	Classroom teachers complete a weekly report of instructional activities and suggestions. ALP teachers develop lessons based on reviewing and reinforcing these skills as wel as individual student neds. ALP teacher completes weekly report, which is returned to clasroom teacher.

Attachment 3: Elementary Sc
Appro

Challenged	Grant		Supplemental Materials Used	Int
X		Brooks	Math: Soar to Success. Reading/Writing: Soar to Success. Other: DPI test documents (samples).	A letter was them to a m in detail.
	X	Bugg	Math: Math Steps, Blast Off. Reading/Writing: SRA reading labs (includes comprension, writing, phonics).	A form lette explaining t etc. Last ye session at s
X	X	Carver	Math: Math Coach, Blast Of, Test Ready, manipulatives. Reading/Writing: Blast Off, Great Leaps, Writers Express, Writing Coach, SRA, Test Ready, Reading Coach, Improving Reading. Other: Frequent assessments; quarterly writing assessments; mid-year EOG.	Principal an phonemaste personal inv visits.
X		Cary	Math: NDCPI manipulatives, intermediate kit and overhead kit. Reading/Writing: Soar to Success; News and Observer; ETA Versatiles Phonics Lab and Reading Rods Kits; Big Books; Newbridge leveled nonfiction books; early and emergent; trade books; leveled book room.	Information parents of e
	X	Combs	Math: Blast Off; ETA Kit; The Problem Solver; etc. Reading/Writing: Soar to Success; Orbit books.	Parent curri standards m conferences;

hool Plans--ALP Regular 2000-01
ches Used

roduction of ALP	Instructional Approaches Used in ALP
mailed to each parent inviting eeting to explain the program	Each of our teachers this year is teaching math and reading. We have the students grouped as to ability levels. We are ministering informal reading inventories to each student. ALP teachers meet wth regular classroom teachers as to needs of each student. PEPs are also being used. We are using Soar to Success in reading and math, along with with the tutorial programs of H.M.
was sent out to parents e program, intrasportation, ar, we had an information hool, but few people came.	The first half is direct instruction. The students circulate through different activities, giving each child individual time with the teacher.
d teacher newsletters; r; SST; teacher conferences; itations; carpool lane; home	1:10 or less targeted direct instruction for 1 hour; 30 minutes of computer instruction.
night for parents; letter sent to igible students.	Reciprocal reading strategy; before, during, and after reading strategies; Soar to Success; six or fewer students per group for reading; 10 or fewer for math games (summarizng, quesitoning, clarifying, predicting); discovery/problem solving relying heavily on manipulatives; test-taking strategies.
culum meetings; promotion eetings; letters; parent phone calls.	Soar to Success/Orbit programs - reinforce reding and writing connection and comprehension. Blast Off - test-taking strategies. Computer instruction: Heartbeeps, etc. Math centers. Problem solving in math.

Attachment 3: Elementary Schoo
Approache

Challenged	Grant		Supplemental Materials Used	Introd
X		Conn	Math: Blast Off. Reading/Writing:Blast Off.	Initial letters, ne invitations with c phone calls; pare
X		Creech Road	Math: State and Wake County Curriculum Guides. Reading/Writing: Guided Reading Creative Teaching materials; Wake County testlets, leveled library, leveled math, math as problem solver. Other: math manipulatives.	Parent informatio superintendent; from ALP coordin
	X	Davis Drive	Math: We use materials normally used in regular programs (e.g., Mighty Math). Reading/Writing: work processing; Cornerstone. Other: funbrain.com (math) and Quia Internet sites.	Personal phone c principal.
X		Dillard Drive	Math: Leapfrog/Problem Solver. Reading/Writing: Soar to Success.	An initial letter w eligible for ALP. informational coo about ALP and pr cookout.

l Plans--ALP Regular 2000-01
s Used

uction of ALP	Instructional Approaches Used in ALP
wsletters, memos; detailed description; ent conferences.	We use small-group instruction, aligned to the students' PEP. We use whole group, collaborative groups, individualized groups, technology, hands-on manipulatives, and centers. Flexible groups are used in math and reading. Instruction is driven by assessment (Literacy Assess., running records, pre-/posttesting, etc.).
on meteing; letter from letter from pricnipal; letter nator.	Small group; balanced literacy; individualized instruction; hands-on math; critical thinking skills; real-life problem solving.
all by counselor and/or	Introduction on math; groups with problems on grade level; rotation schedule using 3 groups: computer, word problems, and teacher-assisted group.
vas sent home to students We then held an okout. Parents learned romotion standards at the	Reading: Soar to Success; teacher focus on building comprehension skills through clarifying, summarizng, predicting, and questions. Math: Teachers use flexible skills mastery, sheets to focus group instruction. They work in the Problem Solver to build problem-solving strategies. They also use LeapFrog as a supplement.

Attachment 3: Elementary Schoo
Approaches

Challenged	Grant		Supplemental Materials Used	Introdu
X		Douglas	Math: Accelerated Math. Reading/Writing: Success Maker Lab, Writer's Workshop.	I wrote a note to e our program and h by the student, th and myself indica work together. I workshop for the with strategies fo at home.
		Durant Rd (YR)	Math, Reading/Writing: We do not use 1 program (reading). ALP teachers pull information and materials from classrooms.	Letter from princ
		Farmington Woods	Math: Software and teacher-made materials; math kits. Reading/Writing: Leveled readers.	By letter.
X		Fox Road	Math: We are using the math manipulatives provided last year. Reading/Writing: We are using Soar to Success.	We discussed the we eld to explain well as sending a eligible students. information sess letter. Because o participating stu very familiar with
		Fuller	All teachers use different materials. Math: Test Ready (OMNI), ETA HOTS, Investigations. Reading/Writing: Test Ready, Soar to Success. Other: Several hands-on manipulatives and comprehension games.	Nostice sent hom meeting and oper teacher gathering

Plans--ALP Regular 2000-01
s Used

uction of ALP	Instructional Approaches Used in ALP
each family explaining had an agreement signed he parent, our principal, ating our willingness to have conducted one parents to equip them r helping their students	Success Maker Lab; Accelerated Math; small-group sessions focusing on specific areas that the classroom teches feel need extra attention; individual sessions when needed.
ipal, parent meeting.	Direct instruction, individualized from PEP.
	Small-group pullout. Other strategies: use of computer software; use of reading specialists to help children choose leveled literature appopriate for individual children.
e program at the meeting the retention policy, as letter to the parents of We then held an ion, followed by a second f the large number of dents, our parents are n the program.	We are using the Soar to Success program for our literacy program. We are also using Accelerated Reader as a supplement to that proram and as a bridge to classroom instruction. Mathematics instruction focuses on the sue of manipulatives and the Problem Solver program, but we also work on basic computation.
e, followed by a parent n house/meet-the-ALP- g.	Teachers begin with concrete, hands-on materials and move toward abstract. Testing skills are taught and reinforced with Test Ready materials and testlets. Most teachers teach one subject; the students rotate.

Attachment 3: Elementary Scho
Approach

Challenged	Grant		Supplemental Materials Used	Introd
	X	Fuquay Varina	Math: NC Intermediate Math Kit; Acitivity Math; Problem Solver; Blast Off; Marilyn Burns resources. Reading/Writing: Soar to Success; Time for Kids; Blast Off; Benchmark (K-2 for low 3rd graders).	We sent a letter introducing ours Learning Progra
		Green Hope	Math: Step Math (primary instructional is the use of manipulatives that are supplemental to written practice work). Reading/Writing: Soar to Success (Decoding and phonic skills are explicitly taught using Soar to Success and supplemental manipulative materials).	An information s different PTA me mailed to parent for ALP services.
		Green (YR)	Math: Step Math -- "hands-on" activities, Problem Solver, manipulatives. Reading/Writing: Soar to Success, "hands-on" activities. Other: Reading Attainment System, coach.	A letter explainin dates of ALP was eligible students year.
	X	Hilburn Drive	Math: CAMS booklets/manipulatives. Reading/Writing: CARS booklets, misc. writing prompts. Other: ETA Kit.	Parent meetings and one on a Sat flyers.
X		Hodge Road	Math: Manipulatives, Problem Solver, HOTS Kits, Investigations. Reading/Writing: SRA, Soar to Success.	Through a letter

ol Plans--ALP Regular 2000-01
es Used

duction of ALP	Instructional Approaches Used in ALP
home to parents selves and the Acclerated m.	Strategy readingwith varied text (Soar to Success, Benchmark). Hands-on manipulative-based math activities focusing on the process (NC Intermediate Math Kit).
session was held at two eetings. Letters were s of children who qualified	All ALP sessions are limited to 5 students in a group. The lessons are generated from the students' PEPs, targeting specific skills and strategies that the classroom teacher and ALP staff have identified as needing to be directly addressed.
ng our programand the s sent to the parents of at the beginning of the	We use a teacher-directed approach with independent work time allotted. The regular classrom teacher communicates with the ALP teachers at the end of each track-out period. They write the skills that each child needs to have reinforced. The ALP teachers then write the objectives and the strategies.
(2; one on a weeknight urday). Parent letter,	Flexible skilled groupings; manipulatives; cooperative learning; guided reading.
and follow-up calls.	Hands-on, manipulative, problem-solving approaches in both reading and math. Building on what is taught in class.

Attachment 3: Elementary Sch
Approache

Challenged	Grant		Supplemental Materials Used	Introdu
	X	Holly Springs	Math: Versa-tiles, Investigations, Marcy Cook, etc. Reading/Writing: Steck-Vaughn, Newbridge nonfiction, SRA, etc.	A letter was sent the year to paren program. Also, I 5th grade informa verbal explanatio volunteers.
	X	Hunter	Math: TI/5, Manipulations, Leap Frog Math. Reading/Writing: Blast Off, Frog Publications, Internet articles, comprehension workbooks.	Letter sent by U.S school in the eve and parents sent
X		Jeffreys Grove	Math: Blast Off 3, EOG testlets, Marilyn Burnes math books. Reading/Writing: Soar to Success series, guided reading. Other: Linking curriculum and assessment.	Parents were invi on a Saturday for teacher and pricn explained progra, supplied, take-ho materials and as Principal explaine policies.
		Jones Dairy (YR)	Math: Math manipulatives kits, skills games, Blast Off, testlets, linking curriculum, instructional assessment. Reading/Writing: Reading Strategies that Work, Improviding Reading, SRA, instructional assessment. Other: Blast Off.	Through parent i
X		Joyner	Math: Math Counts. Reading/Writing: Soar to Success. Other: EOG coaches; LA - grade-appropriate curriculum.	:Poewr Point pres 10/10 to all pare by the lead ALP t In addition, an ov was sent to each

Plans--ALP Regular 2000-01
s Used

uction of ALP	Instructional Approaches Used in ALP
home at the beginning of ts explaining the attended 3rd, 4th, and aiton night to provide a n and to recruit	In reading, we are introducing new vocabulary, teaching word attack skills, and reading a lot o nonfiction material. In math, we focus on a lot of hands-on activities and make a variety of manipulatives available. We work with the regular teacher to complement what's being taught in the regular classroom.
S. mail; parent meeting at ning; letter to students home in Monday folders.	Hands-on math; narrative and expository text used in discussion and individual work; problem solving -- modeled, in groups, individual; guided and shared reading; calculator-assisted instruction; computer instruction for practicing skills.
ted to 1st session of ALP a meeting with lead ncipal. Lead teacher provided teacher- me math and literacy ked for parent support. ed testing and retention	Math: Small-group, hands-on problem solving with manipulatives. Reading: Small-group, guided reading and writing with teacher intervention and support at all stages.
nformation sessions.	Teachers are using small-group instruction (6-10 students) for 90 minutes. They may use technology, hands-on materials in math, and a variety of supplemental literacy materials. We also use materials designed to help students with test-taking strategies.
entation was offered on nts. This was presented eacher and the principal. erview of the program parent.	Small groups, hands-on approach, actitvites and lessons tailored to the specific needs of students, review and skills (basic), teaching strategies for comprehension, math, and decoding.

Attachment 3: Elementary Sch
Approac

Challenged	Grant		Supplemental Materials Used	Intr
		Kingswood	Math: Test prep, Edge, Blast Off, Cornerstone, Orchards, and Coach. Reading/Writing: Test prep, Edge, Blast Off, Cornerstone, Orchards, and Coach.	Letter sent hor
X		Knightdale	Math: Math Steps, math curriculum (NCDPI), math assessment, hands-on teaching strategies; math strategies from staff development. Reading/Writing: Soar to Success; reading assessment, reading strategies from staff development.	Parent Orienta 28, 2000, after home that expl and the progra
X		Lacy	Math: Leap Frog Math, Investigations Series. Reading/Writing: Accelerated Reader, Improving Reading. Other: 3-5 Literacy Assessment, Reading Instructional Strategies.	By letter, phon
X		Lead Mine	Math: Voyager Curriculum; Saxon. Reading/Writing: Voyager Curriculum; Saxon.	Students were s assessments an students includ preforming belo were contacted parent and/or g at least twice or recommended b some academic contacted.

ool Plans--ALP Regular 2000-01
hes Used

oduction of ALP	Instructional Approaches Used in ALP
ne to parents.	Individualized instruction -- teacher works with one student for 30 minutes. The other student works on the computer. Students switch after 30 minutes.
tion Night held September letters of invitation sent lained reasons for eligibility m.	Use of manipulatives, hands-on approach; useof computer programs to reinforce reaching and math skills; use of literacy assessment and literacy skills/strategies learned from "Improved Reading" teachniques; building mathematics and reading into daily routines; use of immediate feedback to assess student understanding and student demonstration of level of understanding. Generating real-life situations to use with readers, writers, and math workers.
e calls, conferences.	Teachers work with small groups of 5-8 students. Each child as a PEP, which the teachers uses as a guide in delivering direct instruction. EOG objectives are used as a reference when developing individualized instruction.
selected by screening d EOG scores. Targeted ed those shown to be w grade level. Students by letters mailed to the uardian. Letters were sent more. Students y the teacher as needin assistance were also	Our instructional approach is holistc. Students targeted through ALP attend five days a week for three hours a day. The program is designed to nourish these students academically, while building character and self-esteem. Our staff uses appropriate culliculum materials designed to strengthen math and reading skills. These materials come from a variety of sources, including our Successmaker program and the Voyager Learning System.

Attachment 3: Elementary Sch
Approac

Challenged	Grant		Supplemental Materials Used	Intro
	X	Leesville Road	Reading/Writing: novels, trade books, leveled books, Nailing the Prompt.	Our principal s parents of our outlined quali consequences
	X	Lincoln Heights	Math: Match Quest" from Interact. Reading/Writing: Soar to Success. Other: computer software.	First, a letter w beginning of th Then two meet the ALP progra in-school progr from the input
X		Lockhart	Math: Blast Off, released test items. Reading/Writing: Blast Off,released test items. Other: Test-ready materials.	We sent letters qualified based they wanted th not.
X		Lynn Road	Math: Matrices 3-5 state math kits. Reading/Writing: K-3 assessment, John's Reading Inventor. Other: guided reading, John's Book for Struggling Readers.	It has yet to be will be in the fo meeting. Our p second semest
X		Middle Creek	Math: Math Steps, ETA HOTS/ Investigations (TERC). Reading/Writing: Soar to Success.	Letters were ma and reminders first Tuesday a addressed at th information ses evenings by gra

Plans--ALP Regular 2000-01
nes Used

duction of ALP	Instructional Approaches Used in ALP
ent a letter informing program. The letter cations, schedule, and or not attending.	Each grade level travels as a group. We have three rotations. The students go to reading, writing, math. A different teacher for each subject. Each teacher uses the materials listed above in their teaching. Each class runs 55 minutes. The classes are very focused and on task throughout the day.
as sent to all families at the e year describing ALP ngs were held to discuss m and its components. The am was then developed of all parties involved.	ALP is held during the school day. The classroom teacher is assited with the planning and implementation of lessons for the ALP students in her classroom. ALP teacher works with small group of children on a specific objective identified by classroom teacher through assessment.
explaining how they on EOG score and asking if eir child to participate or	Test-taking skills and individual remediation for skills.
introduced to parents, but rm of an information rogram will not start until r.	A preliminary reading inventory for all 3, 4, 5 students Levels I and II. Blast Off reading, writing, and math books and supplemental materials used per teacher judgment.
ailed to all eligible students were sent home prior to the ternoon session. ALP was e Intervention/Parent sions conducted in the de level and our principal.	Teachers are using the NC Standard Course of Study guidelines and stratregies to remediate all curriculum objectives that our students are lacking. Using levels books for reading, modeling, and discussing strategies for comprehension. Math manipulatives and repeated skill presentations are being used for math.

Attachment 3: Elementary Sc
Approa

Challenged	Grant		Supplemental Materials Used	Int
X		Millbrook	Math: Blast Off, previously adopted texts. Reading/Writing: Blast Off, reading comprehension stories. Other: Coach series, Problem Solvers.	Through writ meetings wit
		Morrisville (YR)	Math: Manipulatives provided through math/ALP workshops. Reading/Writing: Soar to Success. Other: Teacher-made materials for Reciprocal Teaching Strategies; supplemental books, teacher-made math materials.	Letters, teac conferences, for testing in
X		North Ridge	Math: Blast Off, State ETA kits, McGraw-Hill Test Taking Skills, testlets. Reading/Writing: Blast Off, McGraw-Hill Test Taking skills, testlets, SRA matreials. Other: Barnell-Loft Specific Skills series and novels of interest.	By letter of in
		Northwoods	Math: HOTS; Problem Solvers. Reading/Writing: Soar to Success; A.R.; leveld books.	Introduction contract.

hool Plans--ALP Regular 2000-01

ches Used

roduction of ALP	Instructional Approaches Used in ALP
ten correspondence and n students and aprents.	Hand-on with manipulatives; high-interest matreials. Previously adopted materials.
er telephone calls, Schoolwide Achievers, nights formation and ALP	Writing: Approaches gained in workshops allowed school to developed schoolwide benchmarks for each grade level and mini lessons to build proficiency. Writing prompts each month with writing scored by paired school (West Lake). Writers Workshop during break for students who have not passed test to return during their trackout time for help.
vitation.	Hands-on activities; small groups; one-on-one; games; novels; technology.
letter with schedule and	Small group, ability group.

Attachment 3: Elementary Schoo
Approache

Challenged	Grant		Supplemental Materials Used	Introd
		Oak Grove (YR)	Math: The Competitive Edge (CPC); The North Caorlina Mathematics Coach (Educational Design, Inc.); Comprehensive Math Assessment (Options Publishing); Steck-Vaughn Berrent Math Problem Solving; previous math adoption texts; Math Performance Counts (Options Publishing); math games, tapes, and flashcards; Math Ready-Omni (Curriculum Associates, Inc.). Reading/Writing: "Nailing the Prompt;" 25 Mini-Lessons for Teaching Writing (Scholastic); The Competitive Edge (CPC); The North Carolina Readng Coach (Educational Design, Inc.); Basic Skills (Remedia Publications); Reading Options for Achievement (Options Publishing); Beginning Reasoning and Reading (Educators Publishing Service, Inc.); Comprehensive Reading Assessment (Options Publishing); CARS (Comprehensive Assessment of Reading Skills) (Curriculum Associates, Inc.); Reading Strategies for Nonfiction and Literature (Curriculum Associates, Inc.); Test Ready (Curriculum Associates, Inc.); The Wright Group Wildcats Series; Scholastic Reading Skills Kit.	A letter describin parents and teac
		Olds	Math: Problem Solver 3, The Mathematical Toolox, Evaluating Through Activties, DPI testlets. Reading/Writing: Blast Off; NC DPI testlets, SRA Comprehension Series; Craft Lessons Teaching Writing K-8.	Parent letter and f parents.

a Plans--ALP Regular 2000-01
s Used

uction of ALP	Instructional Approaches Used in ALP
g our proram was sent to hers.	We use individual and small-group instructional sessions. In all areas, we assess the student, then teach to the students' needs. We let the student practice the skill (in a variety of ways), then evaluate. If needed, we reteach and practice more until mastery has been reached. We use a variety of materials to make lessons as interesting as possible. We maintain constant communication with the [illegible].
follow-up meeting for	Math: We use our inhouse total math curriculum test of the preceding grade level to identify objectives not maastered. Math manipulatives and problem-solving strategies are used, as well as test-taking skills. Reading: Our focus is on improving comprehension skills, test-taking skills, how to attack nonfiction items such as menus and bush schedules. Writing: Our focus is on learning the basics such as beginning, middle, and end.

Attachment 3: Elementary Schoo
Approache

Challenged	Grant		Supplemental Materials Used	Introd
		Olive Chapel	Math: Blast Off, testlets, manipulatives, The Problem Solver. Reading/Writing: Newbridge, Blast Off, Scholastic Skills cards, testlets. Other: Many other teacher resource books and materials from the classroom.	Our principal hel discuss ALP and standards. Stud sent letters by th
	X	Partnership	Math: Strategies to Achieve Match Success, The Problem Solver. Reading/Writing: Strategies to Achieve Reading Success, Improving Reading, Reading Strategies for Nonfiction.	Parens were notif conferences with were asked to sig they had been no been recommend students were rec test scores came
		Penny Road		Parent open hous contract.
		Pleasant Union	Math: Standard Course of Study (we use the books given during the workshops). Reading/Writing: Soar to Success 3-5. Other: Some Blast-Off.	Letters, phone ca Night Learning Se
		Poe	Math: The North Carolina Math Coach. Reading/Writing: The North Carolina Reading Coach. Other: Various manipulatives and Montessori materials.	A letter went out the parents of elig students.

l Plans--ALP Regular 2000-01
s Used

uction of ALP	Instructional Approaches Used in ALP
d a parent meeting to promotion/retention ents who qualified were e school.	Students work in small groups with hands-on, center-based instruction.
ied through student parents in August. They n a letter stating that tified that their child had ed to ALP. Additional cently added after reading back.	Focus on reading comprehension strategies! We usually practice skills together first and then I release ownership to students. Focus on maintaining and improving math skills. Current focus of math clss is received and worked on as well as previous skills. Math and reading vocabulary is introduced and practiced each week.
e; parent letter and	Math problem-solving strategies using manipulatives. Group work using linking curriculum, instruction, and assessment. Small-group activities. Individual tutorials.
lls, open house, Family essions.	I'm reading/writing for grades 3-5. We use the Reciprocal Reading Strategies, along with other Before Reading, During, and After Reading Strategies. In math, we try to approach all the math strands through problem solving using manipulatives.
in August explaining to gible or recommended	Total group and individual instruction of objectives followed by a brief posttest. Time is given for use of manipulatives and learning games.

Attachment 3: Elementary Scho
Approache

Challenged	Grant		Supplemental Materials Used	Introd
X		Powell	Reading/Writing: Open Court, SRA, leveled readers.	We sent letters t parents.
X		Rand Road	Math: Problem-Solving Notebook, match kits, Frog publication materials. Reading/Writing: Frog publication materials, Improving Reading, RRR.	The ALP rpgraon letter and invitat
	X	Reedy Creek	Math: Manipulatives, math kits and books, testlets. Reading/Writing: Trade books, Soar to Success, Competitive Edge, testlets.	A letter was sent and parents.
X		Rolesville	Math: Blast Off, Math Steps, Competitive Edge, Comprehensive Math Assessment. Reading/Writing: Blast Off, Failure Free, Soar to Success, Writing Coach, Improving Reading, Strategies to Achieve Reading Success.	Letters were sen Pizza Parent Nigh
	X	Root	Math: NC Primary and Intermediate Manipulative Kits, Problem Solver series. Reading/Writing: Improving Reading, leveld books, Ranger Rick subscription. Other: Test Ready, testlets, released test items, AstroWord software.	Letters to parent information sess

n Plans--ALP Regular 2000-01
es Used

duction of ALP	Instructional Approaches Used in ALP
o all eligible students and	The ALP teachers have al attended training sessions. I'm sure the approaches are as varied as the backgrounds of the teachers -- I really feel the best part of the program is the time spent during the school day. We are doing some pull-outs and some in-class help.
n was introduced via a tion to a parent meeting.	All staff are encouraged to use a hands-on approach to teaching mathematics, as well as an integrated approach for all subject areas.
to all eligible students	For both reading and math session, small-group, teacher-directed instruction is used. Teachers assess students' needs and remediate as necessary. In addition, trained tuotrs are used to work with individual students on a rotating basis.
t to parents. There was a nt.	Teaching specific strategies before, during, and after reading. Assess, then teach, evaluate. Hands-on math, math strategies. Test-taking skills.
s and a planned parent ion.	Small-group and individualized instruction. Running Records (literacy assessment). Math profiles for guide instruction. PEP developed cooperatively with homeroom teacher and ALP teacher.

Attachment 3: Elementary Scho
Approach

Challenged	Grant		Supplemental Materials Used	Introd
		Salem	Math: Software, Test-Taking Strategies for Math, EOG testlets. Reading/Writing: Software, Test-Taking Strategies for Reading, EOG testlets. Othre: Flashcards, activities depending on grade and teacher.	Our ALP is calle Club. These stu parent an teach EOG scores.
X		Smith	Math: ETA, Mountain Math. Reading/Writing: Mountain Language, SRA materials and teacher-made materials.	Mrs. Warren co Letters were sen were ade.
		Stough (YR)	Math: Blast Off; Math by Means (place value); Best Practices in Math; Read It, Draw It, and Solve It; activity math; math manipulatives. Reading/Writing: Think Along, Blast Off, Scholastic Reading Skills Kit. Other: Improving Reading Guide, cirriculum links, supplemental materials.	Letter to parent parent conferen cnferences, biw
	X	Swift Creek	Math: Get Ahead in Math. Reading/Writing: Go for It, Get Set for Reading, Rigsby nonfiction guided reading books.	Through a letter parents, and an
	X	Timber Dr (YR)	Math: Many teacher resource books used to plan. Reading: Many teacher resource books used to plan.	Most were famil pulled aside to x Parents received as follow-up ph

ol Plans--ALP Regular 2000-01
es Used

duction of ALP	Instructional Approaches Used in ALP
d the Reading and Math ients qualified based on er recommendation and	Review of math and reading skills based on the student's area of need. The ALP teachers conference with the student, teacher, parents; read the cumulative folders; and administer pretests. The setting is one teacher per 8-10 students, so the students benefit from small-group and indivividual instruction.
nducted a parent meeting. it home and phone calls	The teachers have written PEPs for each student outlining their needs and strategies to be implemented. Information was gathered from the EOG, profile cards, and teacher information from the classroom.
s from assistant principal; ces; student/teacher eekly newsletter.	Small groups, individualized instruction, partners
, phone calls to each open house.	Hands-on discovery learning. Multiple learning styles. Various approaches to learning (different strategies, e.g., Touch Math). Manipulatives and overheads. Games. Test-taking practice.
iar already. Students were xplain the ALP program. l letters in the mail as well one calls.	Teacher/student ratio is 1/11 or less. Small-group instruction in reading and math. Independent practice. Skill reinforcement using technology. Individualized assignments for each child based on PEP. Visual, kinesthetic, and auditory learning needs are all addressed.

Attachment 3: Elementary Scho
Approach

Challenged	Grant		Supplemental Materials Used	Introd
X		Underwood	Math: ETA math kits. Reading/Writing: Soar to Success, SRA. Other: Coach, Blast Off, Test Ready (Curriculum Associates).	Parent informati promotion stand promotion stand Personalized lett students with pe
X		Vance	Math: Math Steps, NC EOG Coach. Reading/Wrting: Soar to success, EOG Reading Coach. Other: Wake Co. curriculum guides, Problem Solver.	A letter was sen encouraged to d at conferences.
X		Vandora Spgs	Math: Various materials. Reading/Writing: Sundance Supa Doopers.	Letters, PEP's in calls.
X		Wake Forest	Math: Problem Solver, HOT Strategies, Blast Off. Reading/Writing: Improving Reading book, leveled text library, Blast Off. Other: Parent Scope	Letters, phone c Night, PTA, conf
	X	Wakefield	Math: State testlets, Problem Solving, games. Reading/Writing: Soar to Success, state testlets, novels. Other: Make Words, Phonics for Upper Level.	Initial meeting g principal.
		Washington	Math: First Steps; NC Coaching; test prep. Reading/Writing: SRA, Dolch, Saxxon Reading materials.	Letters, phone c

Plans--ALP Regular 2000-01
es Used

duction of ALP	Instructional Approaches Used in ALP
ion meeting t explain new dards. Letter detailing dards sent to all parents. ters sent to all eligible ermission slips.	Smal-group and individualized instruction focusing on weaknesses and emhasizing test-taking skills.
t home; teachers also were iscuss at Open House and	We are attempting to improve basic skills through the application of those skills in problem solving. We are also trying to build confidence in stuents and more enthusiasm for learning.
troduced/signed, phone	Small-group diret instruction, tutorials, problem solving.
alls, Parent Information erence.	We use a balanced literacy approach in all our reading/writing sessions. In ourmath sessions, weuse a hands-on approach, step-by-step problem solving. We strive to meet the needs of all the students and reinforce the Standard Course of Study being taught in the classroom. Communication is the key to our success. In addition to the academics, we try to support all aspects of our ALP students as well as their families.
iven by ALP staff and	Students change classes between the four teachers. Lessons include: math problem solving; DEAR Time; math testlets; computer time; reading testlets; phonics/Make Words; writing; math games.
alls, and personal entact.	Math : hands-on approach using manipulatives to teach and reinforce concepts. Reading: Guided reading, literature circles, modeled and shared reading, direct instruction.

Attachment 3: Elementary Sch
Approac

Challenged	Grant		Supplemental Materials Used	Intr
		Weatherstone	Math: Math manipulatives, SRA Schoolhouse Math Kit, Math Mysteries, Frog games, overhead materials, math computer program, Math Better Testing. Reading/Writing: Soar to Success; Frog Publications games, specific skills, Clues to Better Reading, Reading for Understanding, Wright Group books, story box. Other: Josten's Tmorrow's Promise, Leap Frog computer software.	Home visits an
X		Wendell	Math: Blast Off series, EOG practice booklets, manipulatives. Reading/Writing: Blast Off series, EOG practice booklets, leveled books. Other: NC Reading Coach, NC Writing Coach.	Letter and cale and aprents. I October. Phon parents who w program.
	X	West Lake (YR)	Math: ETA manipulatives and materials; CAMS (Comprehensive Assessment of Mathematics Strategies). Reading/Writing: CARS (Comprehensive Assessment of Reading Strategies). Other: Scholastic Reading Skills kits; Scholastic guided reading program; Blast Off writing series.	Parent letters conferences.

ool Plans--ALP Regular 2000-01
hes Used

duction of ALP	Instructional Approaches Used in ALP
d parent letter.	Students are leveledand instructed on their instructional level. A variety of games, computer programs, small-group instruction, manipulatives, and teacher modeling are all used for instruction.
ndar were sent to students Parents Meeting was held in e calls were made to ere unsure about the	Individual one-on-one help; small-group sessions; partner activities; hands-on leraning; peer tutoring; remedial reading, writing, and math lessons; technology.
and teacher/parent	Prior knowledge, modeled reading, guided reading and writing (including conferencing), test-taking strategies, EOG vocabulary, and question stems. Use of math manipulatives, problem solving.

Attachment 3: Elementary Sch
Approac

Challenged	Grant		Supplemental Materials Used	Intr
X		Wilburn (YR)	Math: Competitive Edge, EOG math, Problem Solver series, Test Ready, Test Ready Plus, Cornerstone Math. Reading/Writing: Competitive Edge, EOG reading, Test Ready, Test Ready Plus, NC Coach series, Accelerated Reader, Imagination Express. Other: Various manipulatives.	Our ALP prog Wilburn's Ach presention to Further introd letters mailed from Wilburn' coordinator.
		Wildwood Forest	Math: Investigations curriculum, HOT Ideas Kit, Math at Hand, Accelerated Math. Reading/Writing: Improving Reading, leveled book studies, Accelerated Reader.	Note home fro evening meeti to discuss pro
X		Wiley	Math: Scott Foresman, Math NC Practice and Test Prep. Reading/Writing: Curriculum Associates - Test Ready and Comprehensive Assessment of Reading Strategies, Creative Teaching Press - Teaching Beginning Writing.	A letter to par describing the up with a par

Plans--ALP Regular 2000-01
hes Used

oduction of ALP	Instructional Approaches Used in ALP
am was introduced at ievers Night through a each grade level program. uction was made thorugh to eligible students/parents s principal and ALP	The primary instructional approaches used start with lessons planned by ALP teachers based on student PEPs and biweekly skills updated from the regular classroom teachers. Instruction includes individual as well as small-group teaching. The focus includes guided practice, independent practice, computer instruction, and the use of manipulatives in skill oriented lessons as well as lessons to develop integration of knowledge.
n ALP Day program teacher; ng with principal, assistant gram.	School-Day Program: Fast-paced sessions beginning at student's current reading and math levels; reading - exposure to high-interest, low-vocabulary texts in order to develop mastery of comprehension and decoding skills; remediation and practice in areas of grammar, phonics and usage; writing - intensive exploration of the writing process and practice esponding to promps appropriately. Math - reintroduction of number concepts and operations; use of manipulatives to develop understanding of properties, measurement and operations; practice and drill to develop memorization of rules/properties, and mastery of math facts.
nts was sent initially program. This was followed nt information session.	At each grade level (3-5), the students will have a teacher responsible for math and another responsible for language arts. They will provide whole-group instruction to reinforce regular class instruction; small groups for students experiencing difficulty with the same skill, and individual instruction as needed. Workstations will be used to reinforce skills taught.

Attachment 3: Elementary Sch

Approa

Challenged	Grant		Supplemental Materials Used	Intr
X	X	Willow Springs	Math: NC Math Kits. Reading/Writing: SRI, Soar to Success, Blast Off.	Oen house, P communicati
	X	Yates Mill Pond	Math: Frog Math, HOT, TERC, Blast Off. Reading/Writing: Frog Reading, Soar to Success, Blast Off.	By letter, pho attend, confe presentation
		York	Math: Mathematical Toolbox; ETA. Reading/Writing: Pair It Books; Reading Blaster; Make Words. Other: Specific Skills Series.	Written letter explaining th accountabilit
X		Zebulon	Math: Problem Solver; manipulatives; partner games; Understanding Multiplication. Reading/Writing: Linking Curriculum.	Letter, parent

hool Plans--ALP Regular 2000-01
ches Used

roduction of ALP	Instructional Approaches Used in ALP
arent Night from 3-5, ons to home.	We concetrate on the four stregies good readers use when reading. In math, we are working on applying concepts learned. We are working in both reading and math on helping kids become better problem solvers and thinkers.
ne to be sure they would rence calls, Gateway offered by administration.	Hands-on, interactive. Thinking maps. Role switching/reciprocal teaching. Structure approach with strategy implementation. Test-taking strategies, peer tutoring, small groups.
s were sent to parents e new retentionand y requirements.	Our students use the constructivist approach to learning using hands-on manipulatives at the concrete level. Students read independently and with guidance. Literacy tutors support our program working one-on-one with students.
meeting.	Direct teaching. Reading -- reciprocal teaching.

Attachment 3: Elementary School Plans--ALP Regular 2000-01
Hours Offered By Time of Day

Elementary School	Total Saturday Hours	Total Inter-session Hours	Total Teacher Workday Hours	Total During-day Hours	Total Early Release Hours	Total Holiday Hours	Total Before-School Hours	Total After-School Hours	TOTAL
CHALLENGED SCHOOLS*									
Aversboro	15							52.65	68.82
Brentwood								85.5	87
Brooks	40							30	71.5
Carver	4	16		20				64.5	97
Cary				6.75					7.5
Conn	39		12				28	28	75
Creech Road				375				12	393
Dillard Drive								81	82.5
Douglas				18					21
Fox Road	39							32	73
Hodge Road	24							48	73
Jeffreys Grove	30		3					42	75
Joyner								60	63
Knightdale	60								60
Lacy									0
Leadmine				17.5			5	15	40
Lockhart	6		18					48	61.5
Lynn Road								76.25	77.5
Middle Creek								50	52.5
Millbrook								85.5	87
North Ridge								80	82
Powell			3	16			80	76.25	101.5
Rand Road	24			38.25				30	95
Rolesville	15		3	3				56	79
Smith									0
Underwood	24							50	75
Vance	60								60
Vandora Spgs				60.3			99	99	161.97
Wake Forest	30		3	36				35	108.25
Wendell	12		6					43.5	60
Wilburn (YR)	44	18						61	112
Wiley	60								60
Willow Springs				10				80	94.5
Zebulon	18		6					47	69
TOTALS	**544**	**34**	**54**	**600.8**	**0**			**1468.15**	**2616.95**
COUNT	**18**	**2**	**8**	**11**	**0**	**0**	**4**	**27**	**60**
SI GRANT SCHOOLS*									
Baileywick	36							40	78
Bugg	6						30	88	96.5
Carver		16		20				64.5	92
Combs	21		3					46	72
Davis Drive	132							52.5	186

Attachment 3: Elementary School Plans--ALP Regular 2000-01
Hours Offered By Time of Day

Elementary School	Total Saturday Hours	Total Inter-session Hours	Total Teacher Workday Hours	Total During-day Hours	Total Early Release Hours	Total Holiday Hours	Total Before-School Hours	Total After-School Hours	TOT
Fuquay-Varina				2.5					3
Hilburn Drive	60								60
Holly Springs								80	82
Hunter	42		8					24	68
Leesville Road	60								60
Lincoln Heights	9			5				102	123
Partnership	3	18						168	178.75
Reedy Creek	12		8				60		17
Root	21							49	71
Swift Creek	58.5							10.5	70.75
Timber Dr (YR)		105							7
Wakefield	60								60
West Lake (YR)		112							7
Willow Springs				10				80	94.5
Yates Mill Pond	36							8	45
TOTALS	**556.5**	**251**	**19**	**37.5**	**0**	**0**	**90**	**812.5**	**1414.5**
COUNT	**14**	**4**	**3**	**4**	**0**	**0**	**2**	**13**	**20**
SCHOOLS WITH REGULAR ALP ONLY									
Adams (YR)	12	72						48	
Apex	36				3			50	91.5
Baucom	33		6					28	65
Brassfield	24						2		25
Briarcliff				9				5	15.75
Durant Rd (YR)		70							7
Farmington Woods								15	36.5
Fuller	39							28	68
Green Hope				4					5
Green (YR)		96		32					39
Jones Dairy (YR)								55.5	57
Kingswood								33	34
Morrisville (YR)		108		2					9.75
Northwoods	12						37		86
Oak Grove (YR)		91		27.5					39.5
Olds	30		12				24	24	62
Olive Chapel	42		12					24	73
Penny Road	39							28	68
Pleasant Union	12		12	240			120		260
Poe	60								60
Salem	21		12	24				27	77.5
Stough (YR)	21			5				40.85	
Washington	30						40.12		31.18
Weatherstone	18		6	3				3	28

Attachment 3: Elementary School Plans--ALP Regular 2000-01
Hours Offered By Time of Day

Elementary School	Total Saturday Hours	Total Inter-session Hours	Total Teacher Workday Hours	Total During-day Hours	Total Early Release Hours	Total Holiday Hours	Total Before-School Hours	Total After-School Hours	TOTAL
Wildwood Forest	18			25				68	118
York	54								57
TOTALS	**501**	**437**	**60**	**371.5**	**3**	**0**	**223.12**	**477.35**	**1352.85**
COUNT	**17**	**5**	**6**	**10**	**1**	**0**	**5**	**15**	**26**
TOTAL COUNT	49	11	17	25	1	0	11	55	106
Total - 78 Schools	1601.5	722	133	1009.8	3	0	313.12	2758	5193.8
* Also see Attachment 4									

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Sup
Aversboro	For Challenge Tutors - certified and non-certified - to do instruction - houurly wage.	Students who have difficulty in grades 3-4 not necessarily ALP students.	As prescribe
Brentwood	Hire 2 additional teachers for 4th grade to increase the adult to student ratio, provide more individual and small group instruction, and to assess weekly progress of identified students.	Class size reduction will affect 4th graders, particularly Levels I-II students.	Reading: Le Writing: Ma Other: Wak
Brooks	Had filled out ALP form. Sent Challenged Schools form for them to complete.		
Carver	Hire additional staff for grades 3, 4, and 5	Students scoring at Levels I, II and low IIIs on EOG; <2.0 on writing, and Level III if slots are available.	Math: Math Fraction Tov Test Ready, Reaading, B Writer's Exp Coach. Oth midyear EO
Cary	Increase ALP positions.	F/R lunch and Level I-II students. Currently serving more students than the ALP allocation provides due to student needs.	Same as AL

ans--ALP Challenged/Grant 2000-01

plemental Materials Used?	Instructional Approaches Used?
d by classroom teacher.	Small group instruction, pull-out and one-on-one instruction.
veled library, trade books erials from on-site writing session. e assessment kits	Class size reduction.
Coach, Test Ready, Blast Off Math, ers, Manipulatives. Reading: SRA, Reading Coach, Improving last Off, Great Leaps. Writing: ess, Writers Workshop, Writing er: Quarterly Writing Assessments, G.	Small group direct instruction, individualized instruction, test taking strategies, critical thinking, Computer Aided Instruction.
P.	Increased time to work with students, smaller gorup size. Maintain unified focus on serving Level I-II students.

Attachment 4: Elementary School P

Elementary School	Use of Funds?	Targeted Student Population?	Su
Conn	Purchase books for take home libraries, take home math "baggies aligned to the students' instruction level, expository kits, and math software.	Level I-II students in K-5, but primarily 1-5.	Math, Rea manipulati
Creech Road	Additional teacher will be hired to assist with remediation of targeted students. Teacher will be used throug the day in grades 3-5.	Target levels 1 & 2 in math and grade 3-5. ALP coordinator 3-5 (readng).	Math: Prob Math Esse to Success Writing: W
Dillard Drive	Double ALP teachers. Buy supplemental materials for ALP as well as in-class resources	K-5 low achieving students	Math: Lea Soar to Su Great Sou Books
Douglas	Tutoring grades 4 and 5 in writing. Tutoring students below grade level in reading and math.	Students in grades 4 & 5 in writing. Students in grades 2-5 in reading and math who are at risk of nonpromotion.	Math: Enri Reading: E Maker. W reading an
Fox Road	Run one-houir tutorials two days a week IF unable to find a qualified part-time certified teacher to employ during the school day. However, anticipate a problem staffing a tutorial.	At the primary grades, work with struggling children not in ALPII. At the upper grades, work with the marginal 3's.	

lans--ALP Challenged/Grant 2000-01

pplemental Materials Used?	Instructional Approaches Used?
ding, Writing: Blast Off. Other: Math es, classroom materials	Soar for Success strategies, SRA for Level I students, flexible grouping in Math and reading, collaborative grouping, hands-on manipulatives.
lem Solver, ETA Math Manipulatives, ntials. Reading: leveled library, Soar (limited), test prep materials. iting Benchmarks.	Reading: Balanced literacy, reading rsponse journals, leveled reading (on each child's instructional level). Math: Evaluation and instruction through manipulatives; problem solving and explaining how you got answers; Math Facts. Writing: using the writing process and writing prompts.
o Frog/Problem Solver. Reading: ccess Writing: ce Writing Curricullum. Other: Skills	Increase effects of ALP: decrease teacher:stud nt ratio from 10:1 to 5:1.
hment activities from Success Maker. nrichment activities from Success iting: None. Other: Test Ready for d math.	Small group, one-on-one.

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Sup
Hodge Road	Reduce group size in 4th and 5th grade classes.	4th and 5th grade students for enrichment activities to promote growth in reading and math achievement, and focus on all students, including Level I-II students during the school day. Also target Level II students not receiving assistance through ALP.	Math: Math Reading: A
Jeffreys Grove	Personnel. High interest, low vocabulary expository texts for students not reading on grade level.	Level I-II students at 4th and 5th grade. 4th grade students for writing.	
Joyner	General supplies for students and teachers, Soar to Success materials, snacks for students.	3-5 students who performed below grade level on last years assessments. Also provide assistance to students new to the district who are not performing at grade level based on in-class testing.	Math: Math Reading: S

ans--ALP Challenged/Grant 2000-01

plemental Materials Used?	Instructional Approaches Used?
Concepts ccelerated Reader	Small group (10) direct instruction of reading and math strategies.
	Coaching small groups of students.
Counts ar to Success (EOG coaches)	Small groups, hands-on approach, lessons tailored to the specific needs of students, teaching strategies for comprehension, math and decoding.

Attachment 4: Elementary School

Elementary School	Use of Funds?	Targeted Student Population?	S
Knightdale	Writing: To improve writing perfomrance with a "writer in residence" (possibly Diane Berry) to work for a period of about three weeks with students in grades 2, 3, and 5. Teacher Assistant: To hire a teacher assistant to work primarily to assist teachers in grads 4 and 5. Teacher: To hire a full-time enrichment teacher to concentrate on remedial skills in math, reading, writing, and test taking. Nonfiction (expository text): To purchase nonfiction, leveled books for all grade levels.	All students in grades K-5 (especially regular education students who are academically at risk).	Math: Su remedial taking bo nonfictio Newbridg areas of
Lacy	Funds will provide an after-school program.	For students in grades 3, 4, and 5 who are below grade level.	Math: Lea Reading/ Reading. Reading

Plans--ALP Challenged/Grant 2000-01

Supplemental Materials Used?	Instructional Approaches Used?
pplemental math materials to support eeds of children. Reading/Writing: Test oklets to support test-taking tips, reading materials, possibly from e. Other: Hands-on materials I nthe eading, writing, math.	Students at risk of school failure will be identified in grades 3-5. Enrichment teacher will work cosely with homeroom teachers with those identified children in small group settings. A scheduled time during the week will be used for teacher to come into homeroom tow ork on test-taking skills with all grade 3-5 students. Writer-in-residence will work with students in grades 2, 3, and 5. A week's session (2 to 3 days) will be devoted to one grade level at a time.
p Frog Math, Investigations Series. Writing: Accelerated Reader, Improving Other: 3-5 Literacy Assessment, nstructional Strategies.	Teacher assistants will assist students in the computer lab. Certified staff and possibly contracted service staff will workwith individuals and small groups of students on skill development.

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Sup
Lead Mine	These funds will be used to support our after-school program, named CARE Academy. We currently have 155 students involved in our daily program. These students have been identified as needing assistance in the areas of reading, math, writing, homework, and character enrichment.	Our targeted population consists of students who are performing below grade leve land/or qualify for free reduced lunch.	Math: Saxon Reading/Wri
Lockhart	ALP teachers, 1 office staff member, general monies for supplies (consumable).	Level 1 & 2; some students Level 3 (scored low Level 3).	Math: Blast manipulative Blast Off, Co manipulative Blast Off, Co manipulative Ready mater
Lynn Road	1 full or 2 part-time certified staff to work one-on-one and with small groups.	3rd-5th graders who are levels 1 & 2 on EGOS.	To be determ

ans--ALP Challenged/Grant 2000-01

plemental Materials Used?	Instructional Approaches Used?
, Voyager Learning. ting: Saxon, Voyager Learning.	CARE Academy is designed to be an academic and character-enriching program. We offer a safe and academically stimulating environement for students who are placed at risk during the regular school day or who would commonly be without support or assistance at home. Each day, we offer a structured homework setting where staff and volunteers assist the students. We have teachers who facilitate and teach curriculums designed to strengthen math and reading skills., Other activities such as ands-on science, character enrichment, art, and technology are offered. As our program grows, we will be utilizing many community resources to offer special presentations and activities for the children. Our instructional approach is holistic. The program is designed to nourish students academically, while building character and self-esteem. tudents who feel good about themselves, try harder, and develop confidence. our goal is to empower these children to become successful students and responsible young adults.
Off, Coach, released test items, s kits, SCOS, basals. Reading: ach, released test items, s kits, SCOS, basals. Writing: ach, released test items, s kits, SCOS, basals. Other: Test ials.	
nined.	One-on-one, small groups.

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Sup
Middle Creek	We plan to use our money for supplies, instructional materials, staff training, and possible tutors on remediation teacher to assist with students at Middle Creek Elementary.	The entire student population, but especially students who scored Level I and II on the EOG.	Math: Math TERC). Re
Millbrook	To hire a remedial resource teacher to work for the remainder of the year.	3rd, 4th, and 5tgh grade students with most of the focus on 4th and 5th grades. We will target xx and former ALP students with Level 3 scores with the standard error of measurement.	Math: Blast Off, assorte
North Ridge	We will expand the ALP I tutorial sessions to include additional students who need academic assistance but don't qulaify under the ALP guidelines. In addition, we will hire one teacher or two TAs to work with students during the regular school day.	Students needing additional academic assistance grades 2-5. We are specifically concerned for 2nd graders who are not at grade level and students 3-5 just barely making Level III on EOGs.	Math: Blast Competitive Computers, Writing softv
Powell	We plan to use the Challenged Schools money to purchase additional instrutional materials reading and math.	While the money will definitely impact our low-achieving students, it will also support the total instructional program for all students at Powell.	

ans--ALP Challenged/Grant 2000-01

pplemental Materials Used?	Instructional Approaches Used?
Steps, ETA HOTS/ Investigations (ading/Writing: Soar to Success.	Teachers are using the NC Standard Course of Study guidelines and strategies to remediate all curriculum objectives that our students are lakcing; using leveled books for reading, modeling, and discussing strategies for comprehension. Math manipulatives and repeated skill presentation are being used for math.
Off, assorted texts. Reading: Blast d texts. Other: Coach series.	Students will be worked with in small groups in areas of need There will be both pull-out as well as in-classroom services.
Off, Saxon, HOTS. Reading/Writing: Edge, Blast Off, Saxon Phonics, Worldly Wise, SRA. Writing; Story vare.	Direct instruction; small groups and individual -- in class, afternoonsand pull-out; hands-on activities; integrated approaches; technology (classroom & lab).

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Su
Rand Road	To buy materials to suppot the leveled book room; to hire high school students as tutors.	We plan to target all students in grades K-5 who are working below grade level.	
Rolesville	A full-time teacher has be hired.	Free and reduced lunch students who scored Level I or Level II on EOG in grades 3-5.	Math: Math Assessmen Reading: S Reading Su Coach.
Smith	We are hiring 11 tutors to work with identified students in the areas of reading, math. We will also add writing at the 4th grade level. The tutors will be assigned one teacher and will work with the identified students in that particular class.	Each tutor will work on an assigned teacher's classrom. The teacher will identify thestudents who need help/remediation.	None listed
Underwood	Our funds will be used to buy supplied and teaching materials for our teachers to work with. Money will also be used for clerical help and for snacks for our students.	All students who scored II or below on last year's EOG (reaching and/or math); students from our special needs classes who are no longer exempt from EOG testing; 3rd graders scoring below 23/24 on reading assessment and or 2 or below on math assessment at end of year.	None listed.

lans--ALP Challenged/Grant 2000-01

pplemental Materials Used?	Instructional Approaches Used?
Steps, Comprehensive Math t, Competitive Edge, Blast Off. oar to Success, Strategies to Achieve ccess, Blast Off. Writing: Writing	Teaching specific strategies before, during, and after reading; assess, then teach, evaluate; hands-on math, math strategies; test-taking skills.
	None listed.
	None listed.

Attachment 4: Elementary School Pla

Elementary School	Use of Funds?	Targeted Student Population?	Sup
Vance	In consultation with the faculty and staff, we will develop a plan that specifically addresses targeted needs. Several proposals have already been made: hiring a part-time tutor to work with small groups during the day; investing in additional computer softwared for during-the-day remediation; or adopting a specialized reading program.	Students achieving below grade level, especially in reading; ESL students.	Math: CCC s CCC softwar are all propo several optio
Vandora Spgs	We will be purchasing materials that classroom teachers can use with our ESL students (books on tape, book sets, etc.)	ESL, low achievers.	Reading: Acc
Wake Forest	Not available	Not available	Not available

ns--ALP Challenged/Grant 2000-01

plemental Materials Used?	Instructional Approaches Used?
oftware. Reading: Possibly SRA: e. Writing: CCC Software. These sed materials; we are looking at ns.	Focused interventions with small groups (fewer than 5 students) during the school day. Individualized instruction to meet identified needs.
elerated Reader, books on tape.	Small groups.
	Not available

Attachment 4: Elementary School P

Elementary School	Use of Funds?	Targeted Student Population?	Su
Wendell	We plan to hire one teacher from January 2001 thorugh May 2001. This teacher will work with first-grade students to improve their skills in reading, writing, and math. We chose to focus on first grade because there are so many at-risk students in this group. We plan to provide early intervention to enable success in later grades. With any remaining funds, we plan to implement a tutorial program for our 3rd, 4th, and 5th grade students who scored a low Level III on the EGO. Most of these students participated in ALP last year, but no longer qualify for the program, even though they need continued support.	Low-level first grade students. Low Level III 3rd, 4th, and 5th grade students.	Math: Man manipulatali take-home
Wilburn (YR)	Funds will be used to hire staff to focus on Level I/II students below grade level. Instructional planning with the classroom teacher will be a vital portion of the progrma. Materials will be purchased to supplement and enhance clasroom instructional materials. Emphasis will be placed on language development, ESL, LEP students during this development of the program.	We intend to focus on Level I and II students and marginal Level III students if possible.	Math: Com Solver Seri Reading: C Ready Plus Express. V translation LEP parent

lans--ALP Challenged/Grant 2000-01

pplemental Materials Used?	Instructional Approaches Used?
pulatives, take-home math ive bags. Reading: Leveled books, books. Writing: Computer software.	Individual one-on-one help. Small-group sessions. Hands-on learning. Remedial reading, writing, and math lessons.
petitive Edge EOG Math Problem es, Tst Ready manipulatives. ompetitive Edge EOG Reading, Test , NC Coach Series, Imagination /riting: Writing software. Other: ESL software to translate information to s (Spanish/French).	The teachers and remediation teachers wil plan/meet/discuss instructional areas of focus based on EGO test data. Each studetn's PEP will be developed based on specific areas of focus identified from test dta. The remediation teacher, teacher assistant (grades 3-5), and regular classroom teacher will develop a schedule that will accelerate and remediate identified areas of student deficiencies. The classrom teacher and remediation teacher will monitor student progress on a regular basis. Wilburn's CIS director will solicit and train volunteers to assist below-grade-level students.

Attachment 4: Elementary School Pl

Elementary School	Use of Funds?	Targeted Student Population?	Su
Wiley	Math and reading instructional materials; televisions; Averkeys for use with televisions and computers; ESL instructional materials; listening centers.	All Wiley students with an emphasis on those at Levels I and II and low Level IIIs.	Not listed.
Willow Springs	Personnel depends on funds and availability.	We will target Level I and Level II students in addition to borderline Level III students. We also hope to target other grade levels using assessment tools as indicators.	Reading: S investigate
Zebulon	We plan to add a leveled book room to Zebulon Elementary that will serve students in grades K-5. We have also identified a great needs at 4th grade to provide additional instruction, especially in the area of reading. Adding an additional teacher at this grade level will benefit all students in 4th grade by reducing numbers of stuents in reading groups. Finally, we would add an additional ALP teacher to serve more students in grade 3.	Grades K-5 with the leveled book room. Grade 4 with the additional teacher. Grade 3 with the extra ALP teacher.	Not listed.
Total - 34 Schools			

ans--ALP Challenged/Grant 2000-01

pplemental Materials Used?	Instructional Approaches Used?
	We do not have one primary instructional progra mthat is being utilized. The specific math an reading materials to be purchased have not yet been determined. New telelvisions and Averkeys are being purchased so that we can more effectively utilize our existingclassroom technology. Listening centers and leveled reading materials for ESL classes will also be purchased.
RA. Other: We would like to software and other materals.	Small groups, differentiated instruction, acceleration.
	The 4th grade teacher will provide additional instruction to students through a rotating approach to the existing five 4th-grade classes. The primary focus for this teacher will be to work with small gorups of students in reading, and to teach a magnet elective clas targeting reading. The extra 3rd grade ALP teacher will work with additional 3rd grade students not in the current ALP program, but who are in need of extra help in order to become academically successful.

Attachment 4: Elementary School Plans--ALP Challenged/Grant 2000-01
Hours Offered By Time of Day

Elementary School	Hours During the Day	Total Inter-session Hours	Satur-day Hours	Work-day Hours	Before School Hours	After School Hours	Total Hours
Aversboro	400						400
Brentwood	396						396
Brooks			24			18	42
Carver	16	28				50	94
Cary	246.5						246.5
Conn			42	12	14	14	82
Creech Road	9					12	21
Dillard Drive						81	81
Douglas					66		66
Fox Road	All day						
Hodge Road	5						5
Jeffreys Grove	20						20
Joyner						X	
Knightdale	9						9
Lacy						80	80
Leadmine						15	15
Lockhart			6	18		48	72
Lynn Road	0						0
Middle Creek						60	60
Millbrook	600						600
North Ridge						50	50
Powell	0	0	0	0	0	0	0
Rand Road	495						495
Rolesville	396						396
Smith	294						294
Underwood			24			50	74
Vance	15				97.5	97.5	210
Vandora Spgs	525						525
Wake Forest							
Wendell	126		12	12	28	24	202
Wilburn (YR)	X	64				X	
Wiley	X						
Willow Springs	X						
Zebulon	495		24	9		34	529
Total - 34 Schools							

Attachment 4: Elementary School Plans--ALP Challenged/Grant 2000-01

Elementary	If technology was used, how?	Teacher-At Sch	Other Teachers	Teascher Assis	Other Professional Staff	Other Staff	Total Staff	Volunteers	Support Roles
Aversboro	Computer Lab								
Brentwood	Grade/subject appropriate software		1-2	0.5					
Brooks									
Carver	Cornerstone Math, Reading and Language, Ultimate Creative Writing, Microsoft Word and Works			2	3			30	
Cary	www.readaddventure.org	2				1		12	
Conn	Math, reading and writing software	9	1		1	1			7
Creech Road	Technology not used.	7							
Dillard Drive	Leap Frog, Accelerated	9						8	
Douglas	Success Maker lab sessions in reading and math: STAR, accelerated math, accelerated reader.	12		1					1
Fox Road	Accelerated Reader								
Hodge Road			2						
Jeffreys Grove									
Joyner	Integrate computer programs in math and language arts.								
Knightdale	Students publish writing products on the computer								
Lacy	Leap Frog, Accelerated		1	2				3	1
Leadmine	Successmaker software	8	1	6		5		10	
Lockhart	Technology not used.	12						10	2
Lynn Road			1						
Middle Creek		9							1
Millbrook	Technology used but not identified.	1						1	
North Ridge	Successmaker software	2	1	2				6	
Powell	Technology not used.	0	0	0	0	0		0	0
Rand Road	Technology used but not described.		1	1					1
Rolesville	Technology used but not described.								
Smith		2							1
Underwood									
Vance	Tutorial software		2					3	
Vandora Spgs	Accelerated Reader								
Wake Forest									
Wendell			1						
Wilburn (YR)				3				40	
Wiley		4	2					3	
Willow Springs									
Zebulon		1	1						

Attachment 5: Middle School

Approac

Middle School	Supplemental Materials Used	Int
Apex	Math: River Deep, manipulative kits, Test Ready Omni. Reading/Writing: CARS, STARS, The Competitive Edge, Reading Strategies for Literature & Non-Fiction.	Personal letter via mail. lead teacher. Phone Ma
Carnage	Math: Destination Math. Reading/Writing: New Directions in Reading Fortunes/Orbits. Other: Computers	Letters sent to parents o
Carroll (YR)	Math: Heath Mathematics. Reading/Writing: "Reading Concepts: Critical Concepts" software.	Letters with schedules r Letters mailed to ALP p ALP teachers. In-schoo parents. Reminder to st leaders.
Centennial Campus	Math: Glencoe textbook and supplementary materials, ATMS testlets. Reading/Writing: testlets.	Parent and student meet
Daniels	Math: various manipulatives. Math On Call, Versatiles, Larson's TI-73 Mastery Modules. Reading/Writing: Curr. Assoc.: Strategies to Achieve Reading Success. Other: Writing modules from WCPSS. Fables, folktales, Word Quicktionary, vocabulary builders. Technology: TI-73 tutorial program. Computer for word processing and various programs.	Letters mailed home. C individually and gave th teachers and administrat where appropriate.
Davis Drive	Math: Buckle Down and Sharpen Up - Destination Math. Reading/Writing: STARS and CARS program. Other: Maniac McGee by Tornadoes and Avalanches. Technology: Computer lab reading programs.	The students who made letter was sent out reque

Plans-- ALP Regular 2000-01

hes Used

roduction of ALP	Instructional Approaches Used in ALP
Personal contact by counselor and/or aster message in English or Spanish.	Multiple mini lessons. Hands-on activities. Co-operative lessons. Literacy Circles in Reading. Modeling. Flexible Grouping.
f eligible students. Parent meeting.	Small groups. Tutoring. Differentiated tutoring.
nailed in August to all parents. parents in October. Telephone call by l conferences by ALP teachers with udents by lead teacher and team	Small group instruction. One-on-one as/if needed. Use of computers for reinforcement. Use of manipulatives and hands on activities.
ing	Lots of hands-on and one-on-one instruction are used. Some drilling practice is used. Students are in small classes with an average of 12.
ounselors also talked to students hem letters to take home. Team tors made phone calls and conferences	The days are divided into two sessions, one for math and one for reading/writing. Each group is ten or less students. Teachers individualize as appropriate using a variety of techniques and materials. The focus is on the EOG objectives that are most frequently missed.
a 1 or 2 on EOGs are eligible and a sting they participate in the program.	We use group and individual work with our classes. Students get one on one individual attention. Problems in math and reading are worked out as a group when a new concept is introduced and after practice on that topic, individual work is given and check for accuracy and mastery. Each teacher then begins to know strengths and weaknesses and we can better help the child.

Attachment 5: Middle Schoo

Approac

Middle School	Supplemental Materials Used	Int
Dillard Drive	Math: Comp. Edge, Sharpen Up, CAMS, Solutions Problem Solving. Reading/Writing: Comp. Edge, Sharpen Up, CARS/STARS. Other: Testlets, non-fiction high interest books, manipulatives. Technology: Sometimes through River Deep, Reading Blaster and Math Blaster.	Letter sent home at beg through homeroom. Le later to ensure all out-o principal. Parents had not? All newly enrolle
Durant Road (YR)	Math: software: Math for the Real World, Math Blaster Mystery (Pre-Algebra), Math Problem Solving (Curriculum Associates), Destination Math (used by teachers in extended team time), interactive websites, Test Ready Plus & Test Ready Take Home (Curriculum Associates), CAMS (used in extended team time), Scholastic Math Magazine, Versa Tiles, Math Safari, Strategies for Solving Math Problems-Kaplan, TI-73 calculators with Larson modules, BrainChild, DPI resources, large variety of teacher created resources: hands on labs, games & activities. Reading/Writing: newspapers, CARS & STARS, Slam & Jam Skills Series, Scholastic Reading Skills Kit, testing taking strategies, RUNNERS/Guilford County, BrainChild, Reading & Critical Thinking Skills - Books 1 & 2, DPI testlets, variety of high interest/low vocabulary reading materials, teacher made materials/games, Courtside Reading (software) interactive websites	The parents of all eligi Benton and a letter fro and design of the progr If parents did not respo by Mrs. Chiles.
East Cary	Math: Competitive Edge, HM Math Steps, Math Toolbox, Activity Math. Reading/Writing: SRA, Be a Better Reader, CRISS, novels	A letter was sent home Counselor contacted pa eligible students individ

.ns-- ALP Regular 2000-01

hes Used

roduction of ALP	Instructional Approaches Used in ALP
ginning of year to all eligible students etter sent to all students two months f-state students were contacted by to return yes/no with explanation why d receive information from counselor.	1-10 whole group instruction through practice EOG books. One skill per Saturday to practice and master. Games to make learning more interesting. One 15 minute per session equals two sessions per Saturday for reading and math.
ole students received a letter from Mr. n Patsy Chiles explaining the purpose am. Enclosed was an enrollment form. nd, they were contacted by telephone	Reading: We use small group and individual instruction with materials such as CARS and STARS. Students are led to analyze different types of questions while emphasizing the objectives covered. Math: We use a hands on discovery approach to develop understanding of math concepts. Students are then given EOG type of questions to apply what they have learned. In both reading and math, we work to build student confidence by equipping students with appropriate test taking strategies.
o parents of eligible students. ents. ALP teachers spoke with ually.	Two groups set up based on pre-testing. One group works with SRA. One group works on Be a Better Reader. Second semester one group works on SRA. One group works on math strategies.

Attachment 5: Middle Schoo

		Approac
Middle School	**Supplemental Materials Used**	**In**
East Garner	Math: Curriculum Associates, ESS Dack, Assessment warm ups. Reading: Assessment warm-ups. Other: Buckle Down, Sharpen Up, Competitive Edge.	Letters were given to e report cards for studen message.
East Millbrook	Math: Sharpen Up, Buckle Down, NC Math Coach. Reading/Writing: Sharpen Up, Buckle Down, NC Reading Coach. Other: SRA reading kit (high interest/low ability books)	Letter sent home with home base teacher.
East Wake	Math: NC Math Coach 6, 7, 8; Competitive Edge 4, 5, 6, 7, 8. Reading/Writing: NC Reading Coach 6, 7, 8; NC Writing Coach 7; Competitive Edge 4, 5, 6, 7, 8; Grammar Works: Perfection Learning Books, Vocabulary-Lit. Other: Math Sharks, Destination Math, Test Magic. Technology: Teachers are able to use the school's computer labs and other technology tools appropriate for reading, writing and math.	The scores of all stude reviewed. The parent letter inviting them to students enroll in the s receive an information are strongly encourage
Fuquay Varina	No information available	No information availa
Leesville Road	Math: Math games, Versa Tiles, Destination Math, Manipulative kit. Reading/Writing: Preparing for the NC Competency Test in reading, STARS & CARS, Aiming High.	Letters were sent to pa program. Parent infor September 7 at 6:00 p. guidance staff provide
Ligon	Math: Grade level workbooks 6th, 7th, 8th. Reading/Writing: Grade level workbooks 6th, 7th, 8th. Other: Reading resource books, SOAR Reading Program, SRA Reading Program. Technology: Computer labs -skills bank.	Parent-student orientat wide mailing. Open h

l Plans-- ALP Regular 2000-01

ches Used	
troduction of ALP	Instructional Approaches Used in ALP
ach child, mailed home and attached to ts who did not show up. Weekly phone	Remediation and hands on.
schedule and contract to be returned to	The children will be taught by two teachers. One for math and one for reading. We split the sessions so that we work on both subjects each day that we meet.
nts enrolled in the school were of Level I & II students received a attend the ALP program. When new chool who are eligible for ALP, they packet explaining the program. They d to attend.	Students are assigned to a reading class and a math class. Class sizes range from 7-12. The students receive remediation and reinforcement in reading, writing and math. The ALP teachers are aware of objectives being covered in the regular classroom and align their instruction with that. When appropriate, teachers use technology to provide additional instruction. Starting second semester, students will take practice tests from Test Magic.
ble	No information available
rents of students who qualify for the mation meeting held on Thursday, m. When new students register the the information to qualified.	The primary instructional approaches used with our students are: Students are assigned to either math or reading during the entire program unless the team teachers feel it is necessary to concentrate on other areas. Occasionally a parent will request a different class. Teachers use the standard state curriculum and teacher (regular) input as a basis for what will be covered in the ALP class. Pre and post testing used for individualized instruction.
ion. Newsletters - school and county use.	Class ALP schedules for teachers and students. Computer lab schedules. Regular/ALP teacher communication. ALP student portfolios. Personal education plan.

Attachment 5: Middle Schoo

Approach

Middle School	Supplemental Materials Used	Intr
Longview	Math: games, workbooks, hands-on math activities, computer software, NovaNet. Reading/Writing: games, workbooks, fiction and non-fiction books, computer software, NovaNet.	Phone calls, principal's l
Lufkin Road (YR)	Math: Competitive Edge. Reading/Writing: Competitive edge. Other: Destination Math. Technology: Destination Math software for math remediation, word processing, "becoming an expert" activity - internet search	Parents were invited to c organizational/informati and an one page hand-ou The counselor followed the information meeting.
Martin	Math: variety - not one set. Reading/Writing: variety - not one set. Technology: Reading & Math Blasters used by the students in our lab.	Open house and letters s
Mt. Vernon	Math: 7th/8th text/supplemental materials. Reading/Writing: SRA Reading Com./1. Technology: NovaNet computer based instruction.	Letter to parents, talks w and counselor.

.as-- ALP Regular 2000-01

aes Used

oduction of ALP	Instructional Approaches Used in ALP
etter, open house.	One-on-one - attack weaknesses highlighted via assessments. Small groups 2:1. Games of math and comprehension. Computer software.
ome to one of two onal meetings. There were letters t describing the program and dates. ap with all parents who did not attend	Small group, whole group, individualized computer instruction. Integrated units of study incorporating reading, writing, and math and field trips. There will be a continuation of the remedial reading SRA program with some LD students.
ent home through mail.	We have one to one and a half hours of math and language instruction per Saturday. We have our children use the computer lab for math and reading enrichment for 30 minutes per session. Our last three sessions will be geared toward test taking techniques, sample EOG questions in math and language.
ith students by homeroom teacher	Smal group instruction, test practice skills instruction, computer based instruction.

Attachment 5: Middle School

Approac

Middle School	Supplemental Materials Used	Int
North Garner	Math: Riverdeep Software, Competitive Edge, NC EOG Bank Items. Reading/Writing: SRA, novels, NC EOG Bank Items, accelerated reading. Other: teacher made materials.	Student body assembly messages, personal tele local newspapers (Garr meeting.
Wake-Forest Rolesville	Math: The Competitive Edge 6th, 7th, 8th grades, Glencoe supplemental materials accompany the regular math textbook, various math workbooks, manipulatives. Reading/Writing: The Competitive Edge 6th, 7th, 8th grades, NBA Slam and Jam Reading Skills, Test Magic articles/activity sheets, Sports Illustrated for Kids, Read 180 low level/high interest books, Scholastic Action magazines, novels, CARS/STARS, Reading Skills Kit cards.	Letter to parents sent w house general session - letter/application maile student assembly with A provided in registration
Wakefield	Math: Competitive Edge, Activity Math, Integrating Technology into math curriculum. Reading/Writing: Competitive Edge, The Reader as Detective, NBA Slam and Jam skills. Other: The Cay, Maniac McGee, Real World Literacy Skills.	Letters were sent to par ALP parents and studen 2000. The meeting age promotion/retention pol
West Cary	Math: Competitive Edge, NCPI Item Bank testlets (math), Test Ready Plus/Mathematics, Getting It Together: Math Problems for groups Gr. 4-12. Reading/Writing: Competitive Edge, Real World Literacy skills, Aiming High, The Reader as a Detective, NCPI Item Bank testlets (reading). Other: Test Ready Plus/Reading. Technology: Skills Bank II for language arts and math, teachers schedule their classes in the computer lab once a month.	Our ALP program was letters for Level I and L newsletter, teachers, tel fall.

Plans-- ALP Regular 2000-01

hes Used

roduction of ALP	Instructional Approaches Used in ALP
program, letters, phone master phone calls, morning announcements, ет New and Garner Times), parent	Pre-assessment, flexible instructional grouping, direct instruction in both reading, math and writing.
ith class schedule in August, open September 21, PTA newsletter, d to each eligible student/parents, ALP students - October 7, information packets.	Direct instruction/practice, review and reflection, QAR-Question, answer, relationship, silent and oral reading, diagnostic testing, written summaries and questions on materials, class discussion, make sure students understand process and then provide practice.
ents of ALP students. A meeting for ts was held on Saturday, October 21, nda included a presentation of the new licy, ALP format, and ALP calendar.	Reading - Literacy Circles, test taking skills. Math - test taking skills, math manipulatives, computer integration with math, games with math, newspapers.
introduced to students/parents through evel II students, West Cary's ephone calls, and open house in the	The program is individualized to the needs of each student and begins with an initial individual diagnostic test in reading and/or math and we will give the Mid-Year EOG test. Regular feedback to parents through progress reports. Students are taught in groups of 10 or less.

Attachment 5: Middle Schoo

Approac

Middle School	Supplemental Materials Used	Int
West Lake (YR)	Math: CAMS, Test Ready Plus, Versa-Tiles, manipulatives for all areas, Math Safari, games, etc. Reading/Writing: CARS, STARS, CARS II, News & Observer, Scholastic Reading Skills kits, etc. Technology: Software programs for reading & math and use of on-line sources for reading and math.	Letter to each parent an night.
West Millbrook	Math: EOG - Competitive Edge 6-8, Versa-Tiles 6-8. Reading/Writing: EOG- Competitive Edge 5-8, Test Ready, CARS	There were school ann ALP parent meetings (telephone calls to each
Zebulon	Math: Destination Math, Accelerated Math, various math books. Reading/Writing: Read 180, various software, CARS, STARS, reading for information, SRA comprehension cards. Other: Writer's Solution, inspiration. Technology: Two groups use Read 180 to teach reading skills. Other reading groups have access to various reading and vocabulary software through our reading computer lab. Math ALP teachers utilize Destination Math and Accelerated Math.	Students scoring levels scheduled into an acad Parents were informed open house, PTA and t

.as-- ALP Regular 2000-01

ches Used

roduction of ALP	Instructional Approaches Used in ALP
d meeting with administration at	Small group instruction and interaction, use of manipulatives and variety of strategies and teaching techniques used throughout the day.
ouncements, letters to the parents (2), 2), school newsletter, school bulletin, candidate.	Introduction of concepts and drill, manipulatives and self-correction for accuracy, testing taking strategies, reading passages and answering questions for comprehension.
1 or 2 on last year's EOG test were emic enrichment of Reading First class. about the purpose of these classes at hrough letters home.	Small group and individualized instruction are used to address students' PEP plans. Results from the end of quarter tests are also used to individualize instruction.

Attachment 5: Middle Schoo

Middle Schools	Reading		
	6	7	8
Apex	x	x	x
Carnage	x	x	x
Carroll	x	x	x
Centennial Campus	x	x	x
Daniels	x	x	x
Davis Drive	x	x	x
Dillard Drive	x	x	x
Durant Road	x	x	x

l Plans-- ALP Regular 2000-01

Math			Writing			ALP Community		
6	7	8	6	7	8	6	7	8
x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x
x	x	x						
x	x	x	x	x	x	x	x	x
x	x	x	x	x	x	x	x	x
x	x	x						
x	x	x				x	x	x
x	x	x				x	x	x

Attachment 5: Middle School

Middle Schools	Reading		
	6	7	8
East Wake	x	x	x
Fuquay-Varina			
Leesville Road	x	x	x
Ligon	X	X	X
Longview	x	x	x
Lufkin Road	x	x	
Martin	x	x	x
Mt. Vernon	x	x	x

Plans-- ALP Regular 2000-01

Math			Writing			ALP Community		
6	7	8	6	7	8	6	7	8
x	x	x	x	x	x			
x	x	x	x	x	x			
X	X	X		X	X	X	X	X
x	x	x	x	x	x			
x	x		x	x				
x	x	x				x	x	x
x	x	x	x	x	x	x	x	x

Attachment 5: Middle Schoo

Middle Schools	Reading		
	6	7	8
West Cary	X	X	X
West Lake	X	X	X
West Millbrook	X	X	X
Zebulon	X	X	X

Plans-- ALP Regular 2000-01

Math			Writing			ALP Community		
6	7	8	6	7	8	6	7	8
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
X	X	X						
X	X	X	X	X	X			

Attachment 5: Middle School Plans-- ALP Regular 2000-01
Hours By Time of Day

Middle Schools	Total Before School Hours	Total After School Hours	Total Sat Hours	Total Teacher Workday Hours	Total Inter-session Hours	Total During Day Hours	Total Hours
CHALLENGED SCHOOLS							
East Wake			60				**60**
Longview		80	6				**86**
Mt. Vernon							
North Garner		174				30	**204**
Zebulon						135	**135**
TOTAL HOURS	**0**	**254**	**66**	**0**	**0**	**165**	**485**
TOTAL COUNT	**0**	**2**	**2**	**0**	**0**	**2**	**4**
SIP GRANT SCHOOLS							
Apex			66	6		84	**156**
Carnage		12	33	8			**53**
Daniels		8	51	3			**62**
Davis Drive		50	18				**68**
Fuquay-Varina							**0**
Ligon		10	60				**70**
Wake Forest-R			39			15	**54**
West Lake (YR)			15		65		**80**
TOTAL HOURS	**0**	**80**	**282**	**17**	**65**	**99**	**543**
TOTAL COUNT	**0**	**4**	**7**	**3**	**1**	**2**	**8**
REGULAR SCHOOLS							
Carroll			60	6			**66**
Centennial Campus					53		**53**
Dillard Drive			60				**60**
Durant Road (YR)			4		59		**63**
East Cary						34	**34**
East Garner		88				4	**92**
East Millbrook		48	24				**72**
Leesville Rd			57	3			**60**
Lufkin Road (YR)					60		**60**
Martin			51				**51**
Wakefield		76	3				**79**
West Cary			60	6			**66**
West Millbrook		15	42			520	**577**
TOTAL HOURS	**0**	**227**	**361**	**15**	**172**	**558**	**1333**
TOTAL COUNT	**0**	**4**	**9**	**3**	**3**	**3**	**13**
TOTAL COUNT FOR SCHOOLS	**0**	**10**	**18**	**6**	**4**	**7**	**25**
TOTAL HOUR FOR SCHOOLS	**0**	**561**	**709**	**32**	**237**	**822**	**2361**

BEST COPY AVAILABLE

Attachment 5: Middle School Plans-- ALP Regular 2000-01
Staffing

Challenged	SI Grant	Middle Schools	Teacher-At School	Teacher-Other Schools	Teacher Assistants	Other Prof Staff	Other Staff	Volunteers	Support Roles	Total ALP Staff	Private Firm?
	X	Apex	8	2				4	2	16	No
	X	Carnage	16	1					3	20	No
		Carroll	16	1	3	2			1	23	No
		Centennial Campus				2				2	No
	X	Daniels	17						1	18	No
	X	Davis Drive	12						3	15	No
		Dillard Drive	19						2	21	No
		Durant Road (YR)	1			2		5		8	No
		East Cary	2					15		17	No
		East Garner	6						1	7	No
		East Millbrook	18					4		22	No
X		East Wake	12	8	1				2	23	No
	X	Fuquay-Varina									
		Leesville Rd	8					2	2	12	No
	X	Ligon	10				1	4	3	18	No
X		Longview	2		2		1		1	6	No
		Lufkin Road (YR)	11		1				1	13	No
		Martin	11					1	1	13	No
X		Mt. Vernon	4	2					2	8	No
X		North Garner	3		3	10	1	2	1	20	No
	X	Wake Forest-R	17			1			1	19	No
		Wakefield	6							6	No
		West Cary	7	1				2		10	No
	X	West Lake (YR)	3							3	No
		West Millbrook	9			3	2	4	3	21	No
X		Zebulon									No
		Totals **26 Schools**	218	15	10	20	5	43	30	341	

Attachment 6: Middle School Pla
Approac

	Use of Funds?	Targeted Student Population?
East Wake	We plan to use our funds to purchase technology that will be used to reinforce classroom instruction. This technology and appropriate software will be used across all curricular areas. We also plan to purchase manipulatives and other specialized programs for our ESL and exceptional children classes.	Level I & II , at risk, Free/Reduced Lunch, ESL and self-contained exceptional children
Longview	Purchase programs to build neural pathways for poor auditory receptors. Remediate students < or > grade levels behind in reading & math	Same as Use of Funds
Mt. Vernon	These funds will support a school project, A World of Understanding using the social studies curriculum as a base. Classes will be involved in multi disciplinary activities (storytelling, writing, art & music) to explore cultural diversity. Objectives of this project include valuing differences and individual worth to increase compassion and decrease inappropriate social behaviors.	Students who qualify for free/reduced lunch. Students in this alternative program are at high risk for inappropriate behavior.

ns--ALP Challenged/Grant 2000-01
ches Used

Supplemental Materials Used?	Instructional Approaches Used?
Math: Casio graphing calculators, computer labs with Destination math. Reading: Computers (both in class and labs). Writing: Alphasmart keyboards, computer labs. Other: Multimedia station, Alphasmart keyboards.	The graphing calculators will be used to generate, manipulate and analyze data. The students can quickly evaluate their results graphically. The AlphaSmart keyboards will be used to encourage and motivate students to improve their writing skills. These keyboards can also be used to reinforce vocabulary, sentence structure and grammar skills. Test and quizzes can also be given on these keyboards. The multimedia station will be a mobile unit used for presentations electronically generated by both teachers and students in all classrooms. Programs bought for special needs classes will be used to prepare them for EOGs.
Math: games, hands-on materials (place value, etc.). Reading: games, fiction and non-fiction supplementary books	Lessons as determined by CBA, improving reading, SRA and Fast Forward.
All materials utilized will be standard and minimal due to the nature of the project: hands-on, interactive.	Small groups for hands-on, active learning using cooperative learning. Individual assignments and research as needed. Experiential learning - to present activity, self-evaluate, reflect. Service learning - including needs analysis and interaction in the community.

Attachment 6: Middle School Pla
Approa

	Use of Funds?	Targeted Student Population?
Zebulon	We plan to use our funds to hire one or two math teachers for the second semester. These teachers will provide extra support to our Level I & II math students and others who may be struggling.	Students scoring Level I & II in math on thei EOG test or struggling in math and needing extra assistance.

ans--ALP Challenged/Grant 2000-01
ches Used

Supplemental Materials Used?	Instructional Approaches Used?
Teachers will be able to use Destination Math and Accelerated Math	Teachers will use small group and individual instruction to address students' PEP plans and weaknesses identified through end of quarter testing.

Attachment 6: Middle School Pla
Hours Offered

Middle School	Total Before School Hours	# After School Sessions	Hours per Session	Total After School Hours	# Saturdays	Hours per Saturday	Total Saturday Hours	# Teacher Workdays	Hours per Workday	Total Workday Hours	# Intersession Days	Hours per Day	Total Intersession
Apex													
Carnage													
Carroll													
Centennial Campus													
Daniels													
Davis Drive													
Dillard Drive													
Durant Road (YR)													
East Cary													
East Garner													
East Millbrook													
East Wake													
Fuquay-Varina													
Leesville Road													
Ligon													
Longview		34	2	68	2	3	6	4	3	12			
Lufkin Road (YR)													
Martin													
Mt. Vernon		x	2										
North Garner													
Wake Forest-Rolesville													
Wakefield													
West Cary													

LP Challenged/Grant 2000-01

by Time of Day

# During Day Sessions	Hours per Day	Total During Day Hours	TOTAL	Teachers at School	Other Teachers	Teacher Assistants	Other Professional Staff	Other Staff	Volunteers	Support Roles	Use Private Firm?	If technology was used, how?
5	6	30										
			86	2		2				2	Yes	NovaNet, Fast Forward
x	4								8	4	No	Word processing for invitations, reports, internet searches for information.

Attachment 6: Middle School Pl
Hours Offere

Middle School	Total Before School Hours	#After School Sessions	Hours per Session	Total After School Hours	# Saturdays	Hours per Saturday	Total Saturday Hours	# Teacher Workdays	Hours per Workday	Total Workday Hours	# Inter-session Days	Hours per Day	Total Inter-
West Lake (YR)													
West Millbrook													
Zebulon													
Total - 26 Schools	0	34	4	68	2	3	6	4	3	12	0	0	0

ans--ALP Challenged/Grant 2000-01
ed by Time of Day

sion Days	# During Day Session	Hours per Day	Total During Day Hours	TOTAL	Teacher-At School	Other Teachers	Teacher Assistants	Other Professional Staff	Other Staff	Volunteers	Support Roles	Use Private Firm?	If technology was used, how?
	90	0.75	68	68	will need to hire 1 or 2 persons								Teachers will be able to use Destination Math & Accelerated Math.
	95	**10.8**	**98**	**184**	2	0	2	0	0	8	6		

Attachment 6: Middle School Pla
Hours Offered

Middle School	Total Before School Hours	#After School Sessions	Hours per Session	Total After School Hours	# Saturdays	Hours per Saturday	Total Saturday Hours	# Teacher Workdays	Hours per Workday	Total Workday Hours	# Inter-session Days	Hours per Day	Total Inter-sessio
Apex													
Carnage													
Carroll													
Centennial Campus													
Daniels													
Davis Drive													
Dillard Drive													
Durant Road (YR)													
East Cary													
East Garner													
East Millbrook													
East Wake													
Fuquay-Varina													
Leesville Road													
Ligon													
Longview		34	2	68	2	3	6	4	3	12			
Lufkin Road (YR)													
Martin													
Mt. Vernon		x	2										
North Garner													
Wake Forest-Rolesville													
Wakefield													
West Cary													

LP Challenged/Grant 2000-01

by Time of Day

on Days	# During Day Session	Hours per Day	Total During Day Hours	TOTAL	Teacher-At School	Other Teachers	Teacher Assistants	Other Professional Staff	Other Staff	Volunteers	Support Roles	Use Private Firm?	If technology was used, how?
	5	6	30										
				86	2		2				2	Yes	NovaNet, Fast Forward
	x	4								8	4	No	Word processing for invitations, reports, internet searches for information.

Attachment 6: Middle School Pla
Hours Offered

Middle School	Total Before School Hours	# After School Sessions	Hours per Session	Total After School Hours	# Saturdays	Hours per Saturday	Total Saturday Hours	# Teacher Workdays	Hours per Workday	Total Workday Hours	# Inter-session Days	Hours per Day	Total Inter-session
West Lake (YR)													
West Millbrook													
Zebulon													
Total - 26 Schools	0	34	4	68	2	3	6	4	3	12	0	0	0

ns--ALP Challenged/Grant 2000-01
by Time of Day

# During Day Session	Hours per Day	Total During Day Hours	TOTAL	Teacher-At School	Other Teachers	Teacher Assistants	Other Professional Staff	Other Staff	Volunteers	Support Roles	Use Private Firm?	If technology was used, how?
90	0.75	68	68	will need to hire 1 or 2 persons								Teachers will be able to use Destination Math & Accelerated Math.
95	**10.8**	**98**	**184**	2	0	2	0	0	8	6		

:54

Attachment 7
High School ALP Services

School Name	STUDENTS	TEACHERS	STAFF	PARENTS	OTHER	GRADE	BASIC	SPECIFIC	NOVANET	TUITION	OTHER	MATERIALS	CRITERIA FOR INCLUSION	STARTDATE
Apex High	Y	Y	Y		Y	9	Y	Y			Y		Past performance, referrals	Sep-00
						10	Y	Y			Y			
						11	Y	Y			Y			
						12	Y	Y			Y			
Athens Drive High		Y		Y		9					Y	Y	L1-2	Jan-01
						10					Y	Y		
						11					Y	Y		
						12					Y	Y		
Broughton High*	Y					9	Y	Y	Y			Y	L 1-2, referrals	Feb-01
						10	Y	Y	Y			Y		
						11	Y	Y	Y			Y		
						12	Y	Y						
Cary High	Y					9	Y	Y	Y			Y	Failed EOG or competency	Feb-01
						10	Y	Y	Y			Y		
						11	Y					Y		
						12						Y		
East Wake High	Y	Y			Y	9	Y	Y			Y	Y	Failed EOCs, or competency test	Mar-01
						10	Y	Y			Y	Y		
						11	Y	Y			Y	Y		
						12	Y	Y		Y	Y	Y		
Enloe High	Y			Y	Y	9	Y				Y	Y	Failed EOG, competency referrals	Feb-01
						10	Y				Y	Y		
						11	Y				Y	Y		
						12	Y				Y			
Fuquay-Varina High	Y	Y				9			Y		Y	Y	Failed EOG or competency	Apr-01
						10			Y		Y	Y		
						11								
						12								
Garner High	Y	Y	Y		Y	9			Y			Y	Credit recovery	Oct-00
						10			Y			Y		
						11			Y			Y		
						12			Y					
Green Hope High	Y	Y	Y			9	Y				Y	Y	Failed EOG or competency	May-01
						10	Y				Y	Y		
						11	Y				Y	Y		
						12								
Millbrook High						9	Y	Y			Y		Failed EOG or competency	Mar-01
						10	Y	Y			Y			
						11	Y	Y			Y			
						12								
Leesville High*					Y	9								Jun-01
						10								
						11								
						12								
Sanderson High	Y	Y				9	Y	Y	Y		Y	Y	Credit recovery	Feb-01
						10		Y	Y		Y	Y		
						11		Y	Y		Y	Y		
						12	Y	Y	Y		Y			
Southeast High*	Y					9		Y			Y		At risk in 9th and 12th grade	Feb-01
						10								
						11								
						12			Y		Y			
Wakefield High	Y	Y				9	Y	Y	Y				Failed EOG or competency	
						10	Y	Y	Y					
						11	Y	Y	Y					
						12								

*Provided partial information.

BEST COPY AVAILABLE

STRUCTURE OF ACCELERATED LEARNING PROGRAM (ALP) EFFORTS 2000-01

Authors

Nancy Baenen
Senior Director of Accountability

Kimberly Yaman
Evaluation Assistant

Technical Support

Melissa Pretlow
Secretary

Evaluation and Research Department
Wake County Public School System
Raleigh, North Carolina
(919) 850-1840
www.wcpss.net